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ABSTRACT

These classroom guides for the daily CNN (Cable News Network) Newsroom broadcasts for the month of April provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Topics covered by the guides include: (1) peace in the Middle East, Tom Bradley, and minority superheroes (April 1); (2) peace in the Middle East, baseball, cyberpunk rockers on Internet, Mexican presidential candidate assassination investigation, Philippine's auto makers, U.S. Supreme Court, sweet tooth gene, violence in the Middle East, Rwanda, Burundi, and fashion (April 4-8); (3) NATO attack in Bosnia, living with AIDS, computer security, hacking, Germans in Transylvania, human migration, South African elections, Venezuelan oil, violence in Rwanda, crop viruses, and directions (April 1-15); (4) space shuttle Endeavour, safe cars, Gorazde, South African elections, golf collectibles, Clinton and Bosnia, human evolution, Okefenokee Swamp, and Frances Jansen (April 18-22); and (5) South African elections and death and funeral of Richard M. Nixon (April 25-29). (JLB)

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CNN Newsroom Classroom Guides. April 1-29, 1994.

by Turner Educational Services

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Friday, April 1, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Israeli and PLO representatives sign an agreement providing international protection for Palestinians living in Hebron.	3:30
HEADLINES	3	President Clinton signs a bill designed to improve American public education.	:30
THIS WEEK	4	This week, CNN NEWSROOM brought you news from Bosnia, Italy and South Africa.	3:00
NEWSDATE	5	Today in history...April 1, 1984	:20
NEWSROOM PROFILE	6	Throughout his career in public service, Tom Bradley focused on bringing Los Angeles to national and international attention.	2:55
NEWSFACT	7	Facts about comic books	:30
EDITOR'S DESK	8	Bam! Pow! Zap! The world of superheroes is becoming more ethnically diverse.	2:35
CLOSE	9		:55

EDITOR'S NOTE: TODAY'S NEWS TERMS

Inkatha inauguration Hebron police powers delegation

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TOP STORY - MIDEAST PEACE

1. Why is the presence of international observers in Hebron necessary? What is to be their function in policing the city? Under what conditions might the observers be removed?
2. How does the agreement establishing the international presence there help normalize the situation in Hebron and provide a basis for progress in Israeli-Palestinian relations? Where else might such an agreement help further the cause of MidEast peace? Discuss.

THIS WEEK - BOSNIA, ITALY, SOUTH AFRICA

3. Group students. As they watch the segment, have each group pick one of the three situations shown. After viewing, challenge groups to write and present the "news of the future": what a news program one week from now would report about their chosen country and/or situation. Have groups write, rehearse and present their future newscasts, either live in front of the class or on videotape. Discuss with the class the viability and likelihood of each group's predictions.

NEWSROOM PROFILE: TOM BRADLEY

4. Who is Tom Bradley? What have been some of the highlights of his career in public service? What qualities of character does it take to serve the public interest? If you were charged with administering the needs and managing the resources fairly of a large city, what aspects of your character do you think would serve you best?
5. Hold a class design competition to recognize the achievements of Mr. Bradley's 30 years of service to Los Angeles. Have students design a commemorative medal, coin or poster that, in their view, best reflects the growth of L.A. and/or some notable event in the city while under Mr. Bradley's stewardship. Display students' work. Select a panel of judges from faculty, staff and students to award first, second, third and honorable mention certificates in each category, and overall.

NEWSQUIZ (pg 4)

6. Today's NEWSQUIZ is an April Fools' Day prank. Distribute a copy to each student and direct students to read the Directions to themselves. The Directions indicate that the student is to read through the entire 'QUIZ, then fill in the blanks. Students who do read it through will notice that the last portion tells them simply to sign their names and turn in their papers. Those who don't heed the Directions will fill in the blanks, then reach the message at the bottom telling them they did not have to complete the 'QUIZ. ANSWERS: 1-nicotine, 2-orangutans, 3-Italy, 4-Johannesburg, South Africa, 5-Nelson Mandela, 6-recession, 7-soccer, 8-satellite, 9-Croats.

MINORITY DESK: SUPERHEROES

1. BEFORE VIEWING: Name some superheroes. What do most of them have in common?

2. AFTER VIEWING: Describe some of the Black superheroes shown in the video. Have any other cultures been represented in the superhero market? Explain. How have these new superheroes been received by comic book fans?

3. What do superheroes tell us about our culture? Have students cite examples of contemporary superheroes in comic books, on television or in the movies and discuss their appearances, the evils they face, and their method of combatting the "bad guys." If an archaeologist were to find these creations hundreds of years from now, what would they tell future cultures about our own? Discuss.

4. Have groups of students go to comic book stores or ask older family members for copies of old comic books to review. Ask groups to note the kinds of superheroes and villains they see in these books and share their observations with the class. How are these characters different from the superheroes and villains in today's comic books? Are there any Black, Asian, Hispanic or female characters among them? How are the older comic book characters representative of their time? Discuss.

5. Challenge students to create new superheroes/superheroines. Have students work in small groups so that some students can contribute to the thought process and some use their artistic talents to translate those ideas into art. Have each group create its illustration on poster board and present it to the class. What does each superhero represent?

6. Ask each student to locate a picture of a superhero with whom he/she shares common personality traits. Then designate a time limit and direct each student to generate a list of as many adjectives as possible that describe both the student and superhero. When the time is up, have students count the number of adjectives they wrote and share their lists. Use this activity as an introduction to a vocabulary unit, citing synonyms and antonyms among the students' adjectives.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

superhero aficionado multiracial customer base stereotype

04/01/94 (4)

FILL IN
THE BLANKS

DIRECTIONS: Read through this NEWSQUIZ thoroughly, then fill in the blanks of the sentences below. Rely on your knowledge of this week's news presented on CNN NEWSROOM.

1. The addictive ingredient found in cigarettes is _____.

2. The genetic code of the _____ is almost identical to that of humans.

3. This week, Silvio Berlusconi was elected President of _____.

4. Dozens of people were killed during an Inkatha Freedom Party March in _____.

5. ANC leader _____ is expected to be elected the next President of South Africa.

6. A worldwide economic _____ has led to high unemployment rates in the industrialized nations.

7. In the U.S. the sport of _____ ranks second only to basketball in youth participation.

8. Next month, the U.S. Weather Service will launch a _____ that will dramatically improve weather forecasting.

9. This week, Bosnian Muslims and _____ approved a constitution for their newly-formed federation.

Now, if you have read through this quiz first, as the Directions state, you may simply sign your name at the bottom and turn in your NEWSQUIZ. You don't have to fill in any of the answers above!

NAME:_____

If you didn't follow the directions and you completed all these sentences...APRIL FOOL!

Monday, April 4, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	After a four month delay Israeli troops begin their withdrawal from the West Bank and Gaza Strip.	3:20
NEWSDATE	3	Today in history...1968...1974...1981.	:30
KING ANNIVERSARY	4	U.S. President Clinton declares today a "National Day of Reconciliation."	:45
NEWSFACT	5	Facts about recorded music	:45
FUTURE DESK	6	The emergence of cyberpunk rockers on the information superhighway opens up a new music channel for aficionados.	2:40
SPORTS PAGE	7	Play Ball! The 1994 U.S. baseball season officially begins today.	:45
PLAY BALL!	8	(Part I - Overview) This week marks the 125th anniversary of American baseball.	4:00
CLOSE	9		1:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Abner Doubleday Knickerbocker Easter Kach group Baruch Marzel

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TOP STORY - MIDEAST PEACE

1. What is the "Declaration of Principles" signed by the Israelis and the PLO last year? Do recent actions by the Israeli Government illustrate a willingness to comply with this agreement? Explain.
2. Why was Baruch Marzel arrested? What is an "extremist"? How do Marzel and his followers pose a threat to the peace process in the Occupied Territories?
3. According to the video, Marzel "will be held without criminal charges under special military regulations." What do you think this means? Have groups of students research the current situation in the Occupied Territories and the steps that the Israeli Government is taking to curb violence there. How does a state of military emergency allow Marzel to be held without criminal charge? Could a similar situation ever be invoked in the United States? How? Discuss.
4. In order for Palestinian autonomy to take place in the Gaza Strip and Jericho, a Palestinian police force must be in place to maintain order. What kind of infrastructure will this security force need? Generate a class discussion about the physical resources and structures necessary to facilitate this change of power. What kinds of human resources and equipment are needed? Who will supply these? Discuss.

BASEBALL - PART I

5. How are the rules and equipment used in baseball different from those of the early days of the sport? How did the 1940s and '50s change the "lineups" of the game? In what way did these changes make baseball more of a national pastime than a sport?
6. Do you think baseball has become more "complicated" now? Explain. If you were the Commissioner of Major League Baseball, would you pursue any changes in the sport? If so, what would you want to change and why?
7. To help students learn more about the U.S. national pastime, distribute the STUDENT RESOURCE (pg 4). Review the information that describes the origins of baseball and additional "baseball facts." Have groups use the HANDOUT as a source of information as they create a "baseball time line" highlighting different events in baseball history. Assign to each group a specific time period, then combine all efforts into a time line that can be posted in the classroom.
8. A 19th century philosopher once said, "Whoever wants to know the heart and mind of America...had better learn baseball." Generate a class discussion aimed at analyzing this quote. How is baseball a microcosm of life in the USA? Challenge each student to write an essay describing how baseball illustrates what "living in America" is all about.

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***   *   *   *   *   * ****   ***
*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  CYBERPUNK ROCKERS
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1. BEFORE VIEWING: What is rock music? What are its origins?

2. AFTER VIEWING: What is cyberpunk? How are the ideals of cyberpunk and rock music similar? How are they different?

3. What was the available technology when rock music was invented? How is rock music an invention of that technology? To what extent does technology determine the viability of rock music as a medium?

4. If you were to exit the information superhighway at IUMA, how would you find what new music was available? Group students.
   a. Give each class member a 3 x 5 card.
   b. Have each student list his/her three favorite songs, artists or pieces of music on the card. Listings should include the music title, composer, performer(s) and the category the music would most likely be listed under in a record store.
   c. Collect students' cards and shuffle them.
   d. Challenge each group to devise the most efficient system whereby an individual can find any one piece of music from the stack of cards, sorting by composer, artist or title.
   e. Group systems should take the form of a "YES/NO" grid that, at each level, sorts the cards according to specific characteristics determined by the group.

   Have groups share their systems, then have the class rate each one, determining the practicality and efficiency of each idea in finding a particular song. Why is understanding how to choose important to the cyberpunk music medium?

5. What might be the consequences of an Internet music system for the future retail music store? As students view the segment have them pay close attention to how music is "downloaded" then disseminated. Discuss how a future music store would differ from that of today. Group students.
   a. Challenge each group to design a "record" store wherein potentially they could acquire any recording they desire.
   b. Ask: How might information about available recordings be displayed and updated?

   Have groups share their plans. How might the ready availability of music through phone systems revolutionize the record industry as it currently exists? Discuss.

---------- FUTURE DESK: TODAY'S NEWS TERMS ----------

Internet Ugly Mugs music addiction manufacture on demand

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********    **    ** STUDENT RESOURCE:  BASEBALL BACKGROUND
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Although millions of people enjoy the sport of baseball, little is known about its origins. Some historians speculate that baseball comes from bat and ball games of ancient times. It is known that English boys played a game they called baseball in the 1700s. Americans have been playing a game they call baseball since about 1800. Originally, American baseball had different rules and names in towns around the states: it was called "town ball," "rounders," and "one-o-cat," among other names.

Many historians believe that modern baseball is the creation of Abner Doubleday, a West Point Cadet. They believe that he invented the game in 1839 in Cooperstown, New York, the site of the modern Baseball Hall of Fame. In 1845 baseball received a standard set of rules with the organization of the New York Knickerbocker Baseball Club by Alexander Cartwright. Cartwright's 9-inning game was played on a "diamond," with bases 90 feet apart. There were 9 players on each team. Interest in the sport grew so rapidly that, by 1858, 25 amateur teams formed the National Association of Baseball Players.

OTHER BASEBALL FACTS:
In 1869, the Cincinnati Red Stockings became the first team to pay baseball players. They went 57-0 that year.

The National Association of Professional Baseball Players, organized in 1871, gave way to the formation of the present day National League (1876) and the American League (1900).

Baseball was shaken by its only major scandal when 8 members of the Chicago White Sox were accused of accepting money to intentionally lose the 1919 World Series to Cincinnati.

In 1973, the American League introduced the position of "designated hitter" to bat for the pitcher, usually the team's weakest hitter, in an effort to make the game more exciting to fans. At present, the National League has no plans to follow suit.

A passion for many, Major League Baseball is also a business. Player vs. management disputes over pay and free agency have resulted in season interruptions in 1972, 1976, 1981, 1985 and 1990. In the meantime, Major League Baseball has expanded to 28 professional teams, and cities throughout the U.S. and Canada continue to clamor for a team to call their own.

----------CNN NEWSROOM: RELIABLE SOURCES----------

Adapted from COMPTON'S ENCYCLOPEDIA, Online Edition, AMERICA ONLINE, April 3, 1994.

Wednesday, April 6, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Mexican prosecutors believe they have proof that the killing of Luis Colosio was the work of a conspiracy.	2:45
HEADLINES	3	U.S. SUPREME COURT JUSTICE HARRY BLACKMUN ANNOUNCES RETIREMENT... U.S. STOCK MARKET STAGES DRAMATIC REBOUND...	:45
BUSINESS DESK	4	Car makers are busy cranking out new models for the Philippines' booming auto market.	4:15
BASEBALL	5	Can athletes be heroes?	:30
PLAY BALL!	6	(BASEBALL - PART III) Until 1947, U.S. baseball leagues were segregated.	3:45
NEWSDATE	7	Today in history...1984...1992	:30
LOOK AHEAD	8	SHUTTLE ENDEAVOR LAUNCH - CNN LIVE COVERAGE Friday 8:06 a.m. ET / 5:06 a.m. PT	:30
CLOSE	9		1:15

EDITOR'S NOTE: TODAY'S NEWS TERMS

conspiracy Zapatista Cardinal Juan Jesus Posadas color barrier

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TOP STORY - MEXICAN CANDIDATE ASSASSINATION INVESTIGATION

1. Explain what is meant by the term "conspiracy." What are some of the theories that surround the alleged conspiracy behind the murder of Luis Donaldo Colosio? What motive might each group have had for carrying out such an act?
2. Has confessed assassin Mario Aburto Martinez offered any explanations for his actions? Do you think his relative silence adds credibility to a conspiracy theory, or provides evidence against it? State your rationale.
3. What do investigators look for in their efforts to uncover the facts about a murder like this one?
   a. Invite a law enforcement officer who specializes in homicide investigations to address the class and explain the kinds of evidence Mexican authorities are seeking to resolve this case.
   b. Then, divide the class into groups. Have each group choose an investigative field (e.g., criminal psychology, pathology, ballistics, etc.) and research how recent technological advances in that field could aid this investigation.

   Have each group present its information and discuss how specific evidence in that field could help to establish whether or not a conspiracy was behind the murder of Colosio.

PLAY BALL! PART III

4. When did the "Negro Leagues" exist? Who were the Leagues' great stars? Why did they receive less publicity than the majors at that time?
5. What event marked the beginning of the end of the Negro Leagues? Why? Would you classify the Negro Leagues as a "success"? Why/Why not?
6. What was Hank Aaron's greatest achievement as a professional baseball player? How would you recreate that 1974 event for today's audience? Working in small groups have students gather data about the specifics of Aaron's record-breaking 715th home run. Challenge students in each group to write a play-by-play script for the event and choose two "sportscasters" to recreate the event on audiotape. Have the class critique each play-by-play and commentary.
7. Besides the great stars of the Negro Leagues, what other individuals helped to break the color barrier in professional baseball? Distribute the HANDOUT (pg 4) and have students work in groups to find out how each person helped bring equality into America's national pastime. After exchanging information in a class discussion, challenge groups to choose one man and present a biographical skit or report that highlights that person's contribution.

PHILIPPINES' DESK: AUTOMAKERS

1. BEFORE VIEWING: Where is the Philippines? What do you know of its people, economy, history and government?

2. AFTER VIEWING: Who are some of the principal auto makers in the Philippines? Why have they invested or, in some cases, reinvested in auto manufacturing in the Philippines?

3. What political and economic upheavals damaged the auto industry there in the 1980s? How have these conditions changed?

4. What is "production"? Identify the steps in producing and selling a car. What other infrastructure and material resources are necessary for a large domestic auto industry? Group students. Have each group imagine that they are a survey team for a major international auto maker. Each group should:
   a. Use geography texts and other resources to determine what raw materials are available within the Philippines for auto construction, such as steel, rubber, oil, etc.
   b. Determine what other types of resources, such as design, engineering, machinery, etc., would also be needed and how they could be sourced domestically or imported.
   c. Consider the parts of cars that are made in the Philippines and those that are imported for assembly and why. Use examples from U.S. auto manufacturers as a clue.
   d. Examine a large scale map of the country and statistics about population distribution and income carefully in order to choose a site within the Philippines to build an auto manufacturing, assembly and distribution facility.

   Have groups explain and justify their choices. What unique conditions exist in the Philippines that bear on the way cars are made and sold there? Discuss.

5. Why has the demand for cars in the Philippines increased dramatically in recent years? What economic forces fuel this demand? Group students. Have each group:
   a. Analyze the reasons cited in the segment for the current increase in demand for cars.
   b. Forecast sales for the next 10 years and the conditions that would need to continue in the domestic economy for these forecasts to be met.

   What long term political conditions must a government create to attract the substantial international investment necessary for a wide scale heavy manufacturing industry such as auto making?

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

economic indicators Benigno Aquino death knell Ferdinand Marcos

BREAKING THE COLOR BARRIER
STUDENT HANDOUT: IN PROFESSIONAL BASEBALL

DIRECTIONS: Below are the names of several men who helped to break the color barrier in professional baseball. Use available resources to describe each man's contribution to this cause.

1. FRANK ROBINSON:

2. BRANCH RICKEY:

3. JACKIE ROBINSON:

4. LARRY DOBY:

5. EMMETT ASHFORD:

6. SATCHEL PAIGE:

Choose one person named above and compose a biographical skit or short presentation highlighting his achievements in bringing equality to America's national pastime.

Thursday, April 7, 1994

ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	An apparent attack kills the presidents of Burundi and Rwanda.	4:00
NEWSFACT	3	The legacy of Justice Harry Blackmun	:45
AT ISSUE: SUPREME COURT	4	What impact will Justice Blackmun's replacement have on future generations of Americans?	2:30
DEFINITION	5	GENE: The part of the cell that determines characteristics inherited from parents	:30
SCIENCE DESK	6	Researchers have discovered a "sweet tooth" gene that could be responsible for obesity.	2:15
DID YOU KNOW?	7	Ninety percent of Major Leaguers use Louisville Slugger bats, made by the Hillerich & Bradsby Company.	:20
PLAY BALL!	8	(PART IV) Cooperstown is Baseball's "Mecca."	3:20
CLOSE	9		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Hutus Tutsis U.S. Supreme Court Harry Blackmun Cooperstown

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TOP STORY

1. Which two African nations lost their presidents in a plane crash? Why were they together? Have students locate Rwanda and Burundi on the map. What other countries comprise the geographic region known as East-Central Africa?
2. According to the video, both nations have suffered from ethnic rivalry. What are the major ethnic populations in both countries? Have students research the history and ethnic composition of Burundi and Rwanda. Historically, which ethnic groups have been at odds? Is this a fact for both countries? Which ethnic group is politically dominant in each country? Are they the same group for both nations? In light of students' responses, discuss the political implications for both nations if this plane crash was the result of an assassination.

AT ISSUE: U.S. SUPREME COURT

3. When and by whom was Justice Harry Blackmun appointed to the U.S. Supreme Court? With what famous decision will he likely be remembered? What was his opinion in that case?
4. According to Professor Terrell, why should young people be concerned about who will replace Justice Blackmun? Give an example of how a Supreme Court decision affects the lives of millions of Americans. What kinds of issues do you think the Supreme Court will be addressing 5 years from now? 10 years from now?
5. Some political observers say that the Judicial Branch is the most powerful branch of the U.S. Government because it can invalidate the actions of the other two branches. What power of the courts makes this possible? Can you think of any specific examples? Explain. What checks and balances exist to prevent the Judicial Branch from becoming too powerful?
6. What is the process whereby a new Supreme Court Justice is chosen? Working in small groups, have students investigate the process and present their findings in a class discussion. If you were an adviser to President Clinton, what qualities and views might you recommend he look for in a nominee? Discuss.

PLAY BALL! PART IV: HALL OF FAME

7. Why is Cooperstown, New York, the site of Baseball's Hall of Fame? Describe some of the exhibits one might see there.
8. How has the equipment used throughout baseball's history changed? Divide the class into groups. Have each group choose any one aspect of the game, such as uniforms, balls, bats, the baseball field itself, and research how it has changed over the years. Have each group present its findings. Generate a class discussion about how baseball might change in the future. What considerations in game rules, player safety and fan interest might generate more changes in the sport?

DESK: SWEET TOOTH GENE

1. BEFORE VIEWING: Do you often crave sweets? If so, do you think this craving is rooted in your biological makeup or is the result of conditioning?

2. AFTER VIEWING: According to the video, what has the latest scientific research revealed about obesity? How does the "reward gene" contribute to this disorder? What role could this gene play in other forms of substance abuse?

3. Challenge students to formulate opinions on whether or not obesity is more a result of nature or nurture. Working in small groups, have students gather evidence on both sides of the issue and discuss their findings in class. Then, invite a registered dietician and a genetics professor to address the class, present their evidence for or against the existence of a "sweet tooth" gene and answer any of the students' questions. Conclude by having each student write an opinion paper stating his/her rationale to support the belief that obesity is inherited or is determined by one's environment.

4. Divide the class into small groups. Have each group choose a disease to research that results from a genetic disorder, such as cystic fibrosis, Tay-Sachs Disease, sickle-cell anemia or Huntington's Disease. Have each group create and use diagrams to explain what the disease is, how it is inherited and who is most at risk. After all presentations, ask the class to offer explanations as to why it would be more difficult to prove that substance abuse and mental disorders are genetically linked than to prove the connection to these diseases. Discuss.

5. Introduce/review the subject of "genetic engineering" and ask students to name some genetically engineered products. Then, divide the class into groups. Distribute a copy of the STUDENT HANDOUT (pg 4) to each. In groups, have students define the terms in Part A, then have each student choose one area in Part B to research. Have groups reconvene and share their findings. Discuss any ethical concerns arising from genetic engineering and experimentation. Ask: Should humans alter animals for human benefit? Should limits be placed on human genetic engineering? If so, who should be empowered to restrict it? Have students create a list of debate points from the discussion and, in their groups, hold mini-debates on one or more points.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

obesity "sweet tooth" gene dopamine receptor gene disorder
excess consumption substance abuse carbohydrates reward gene

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*****  **    **    *
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*      *   * *   * *
********    **    ** STUDENT HANDOUT:  GENETIC ENGINEERING
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DIRECTIONS: Now that scientists have isolated the "sweet tooth" gene, what will they do with it? Genetic engineering, or the transfer of genes or parts of DNA from one organism into another, has created products that were not considered possible. However, some products have created ethical dilemmas, as well as benefits.

PART A. As a group, use texts to define the following terms:

recombinant DNA:_____

cloning:_____

gene therapy:_____

gene enhancement:_____

gene mapping and sequencing:_____

PART B. Research one product from each area of genetic engineering shown below. Briefly describe the product and state its purpose.

MEDICINE

AGRICULTURE

ANIMAL BREEDING

LAW ENFORCEMENT

What pros and cons can you imagine arising from a manipulation of the "sweet tooth" gene?

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******   ***     ***     *                    Friday, April 8, 1994
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**********     ***     *** ANCHOR DESK _____________________________
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* The Battle of Gettysburg...research the art, literature, *
* photography and culture. Join Turner Adventure Learning for an *
* electronic field trip to the Gettysburg Battlefield, and witness *
* history live. Call 1-800-344-6219 for more information. *
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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	A new wave of terrorism threatens to undermine prospects for a Mideast peace.	2:40
ROAD TO DEMOCRACY	3	South Africa's leaders meet today, seeking peace.	:30
THIS WEEK	4	This week, CNN NEWSROOM brought you news about Rwanda and Burundi, Mexico and the U.S.	2:45
LOOK AHEAD	5	NEXT WEEK: LIVING WITH AIDS	:30
EDITOR'S DESK	6	Many fashion-conscious men and women are "fit to be tied."	2:30
NEWSDATE	7	On this date...April 8, 1974...	:20
PLAY BALL!	8	(PART V) Baseball bats are serious business at the Cooperstown Bat Company.	4:05
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Islamic Jihad	Hamas	Holocaust Day	limited edition	lathe

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TOP STORY - MIDEAST VIOLENCE

1. Who is claiming responsibility for the latest wave of violence in the Occupied Territories? What other group is threatening violence? Speculate about the motives for these attacks.
2. Divide the class into small groups. Have students find out how Palestinian and Israeli extremist groups have attempted to thwart efforts toward a Mideast peace and discuss their findings in class. Why is each group opposed to the Israeli/PLO Peace Agreement? Do students think it is likely that terrorism will help each group to get what it wants? Discuss.
3. The latest outbreak of violence in the Occupied Territories coincides with Holocaust Day. What is Holocaust Day and how is it observed in Israel? Have groups research the Nazi Holocaust and its role in Israel's national identity. Challenge each group to create a commemorative coin, postage stamp or poster honoring the six million martyrs.

EXTENSION: Ask students: If a lasting peace is achieved in the Mideast, how might future Israeli and Palestinian generations remember those who died in the process? Have groups design monuments to the victims of Mideast violence.

THIS WEEK: RWANDA & BURUNDI, MEXICO, U.S. ECONOMY

4. After viewing, generate a class discussion about how political and economic events affect a nation's stability. Have each student write an "On This Date..." look at these events as they might be viewed one year from today.

PLAY BALL! PART V - COOPERSTOWN BAT COMPANY

5. Describe how a baseball bat is made. What details make the difference in how much a bat is worth?
6. Besides bats like the ones sold at Cooperstown Bat Company, what other baseball items do people collect, trade and sell? Divide students into groups. Have each group choose a baseball collectible, such as baseball cards, autographed balls, etc., and interview a person who deals in that item to find out what the most valuable items are in that market. Have each group discuss its findings. Ask students: What makes an item, such as an autographed ball, "valuable?" Use this opportunity to introduce the concepts of value, supply and demand. What makes a Babe Ruth autograph "valuable"? Discuss.

NEWSQUIZ (pg 4)

7. Exercise students' understanding of this week's news events by having them identify and explain selected stories through the use of vocabulary terms. SUGGESTED ANSWERS: 1- extremist, Occupied Territories; 2-conspiracy, assassination; 3-checks and balances; 4-Internet; 5-free agency, color barrier, pastime; 6-substance abuse; 7-military dictatorship, stability, protectionism; 8-economic indicators; 9-assassination; 10-inflation.

DESK: UNTIED TIES

1. BEFORE VIEWING: When you conjure up a picture of a "dressed up" person, what image comes to mind? Are some clothing articles absolutely necessary to achieve a "dressed up" look? If so, what are they?

2. AFTER VIEWING: Who or what determines whether a particular style of dress is appropriate? Are there any forms of dress or clothing items that you consider to be outmoded or unnecessary? Explain.

3. Have students describe the different views on clothing that were expressed in the video. What clothing trend appears to be gaining momentum in the United States? Solicit students' preferences as to clothing styles and discuss the decisions that impact their choices, such as parental input, activities, etc. Ask: What do you want your clothes to "say" about you?

4. Have students describe some past and recent fashion trends and styles and comment on their durability. Ask: In your opinion, why were these styles popular? What has happened to other such trends? Working in groups, have students bring in illustrated examples of fashion trends and be prepared to identify the time period when they were popular. What clothing periods have recently enjoyed a "comeback"?

5. Review the video with students. While viewing have them note the reporter's use of expressive language to describe the subject of wearing ties, for example, "It's a figurative and literal pain in the neck." Divide the class into small groups and challenge them to create similar expressions about other clothing items. Hold a forum for "duelling expressions" and have the class vote on the best ones.

6. Provide students with art supplies and challenge them to create a design for a piece of wearable art or, if possible, the actual item, in the form of a tie or other clothing accessory. Allow students to display their designs or hold a fashion show. Ask one or two art teachers to judge students' products and award prizes in several categories.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

fashion leisure suit Nehru jacket chic bottom line

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04/08/94 (4)

MATCH & ILLUSTRATE

DIRECTIONS: This week's CNN NEWSROOM includes terms that can be used to create a "snapshot" of the entire story. Match the terms in the box with the appropriate news items below. Write a sentence that uses the term(s) to illustrate the item's importance in this week's news. Underline each term. Some may be used more than once.

substance abuse	checks and balances	inflation	pastime
color barrier	Occupied Territories	stability	extremist
assassination	military dictatorship	free agency	Internet
conspiracy	economic indicators	protectionism	

1. MIDDLE EAST:

2. MEXICO:

3. U.S. SUPREME COURT:

4. CYBERPUNK:

5. BASEBALL:

6. "SWEET TOOTH" GENE:

7. CHILE:

8. PHILIPPINES:

9. BURUNDI & RWANDA:

10. U.S. ECONOMY:

What other terms were featured this week that could be used with these news items? Create a list of these and quiz your classmates on their ability to use these terms appropriately.

Monday, April 11, 1994

*** ANCHOR DESK

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* Relive the Battle of Gettysburg and share in live discussions *
* with historians as they talk about the battle and its importance.*
* Join Turner Adventure Learning for "Time Machine to Gettysburg" *
* on May 18, 19, 20. Call 1-800-344-6219 for more information. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
		*** TEACHERS ARE ADVISED TO PREVIEW TODAY'S TOP STORY. ***	
TOP STORY	2	U.S.-led NATO jets bomb Bosnian Serb positions near the Muslim held city of Goradze.	3:20
HEADLINES	3	WESTERNERS FLEE RWANDAN VIOLENCE... JAPAN SEEKS NEW PRIME MINISTER...	:30
NEWSFACT	4	In 1992 computer hackers made millions by accessing a credit rating company's files.	:30
FUTURE DESK	5	Unauthorized entry into computer systems by "hackers" is a growing problem.	3:00
MORE HEADLINES	6	THOUSANDS HONOR THE LATE KURT COBAIN... ENDEAVOUR'S RADAR REPAIRS ARE A SUCCESS...	:30
NEWSFACT	7	AIDS is the seventh leading cause of death among 15-24 year olds in the U.S.	:30
OUR WORLD	8	(Living with AIDS - Part I) How do people, especially the young, contract AIDS?	5:05
CLOSE	9		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

Aviano plague gibberish Mark Abene Lt. Gen. Bertrand LaPresle

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TOP STORY - NATO ATTACK IN BOSNIA

1. Why have NATO war planes attacked Serbian ground forces near Gorazde? In what way is this a historic "first" for NATO?
2. What events precipitated the NATO attack? Have students work in groups to investigate other actions the international community has taken to promote peace in Bosnia before relying upon military force. Have groups exchange information in a class discussion, then ask: What do you think should be the next step if Bosnian Serbs continue their aggression? Should the international community continue to use military resources to bring about peace? Why/Why not?

OUR WORLD: LIVING WITH AIDS - PART I

3. What is HIV? How is the virus transmitted?
4. Replay the video for students and ask them note some of the myths and facts associated with AIDS and the transmission of HIV. Then direct small groups of students to seek additional sources to gather information on some of the myths and facts surrounding AIDS (see TEACHER RESOURCE, pg 4). Have groups share their findings in a class discussion. Assist them in compiling and editing their information into an informative brochure entitled AIDS: FACT AND FICTION. Present it to your guidance department for distribution to students.

FUTURE DESK - COMPUTER INSECURITY

5. What is a "hacker"? How did computer hacking first begin? Why? What are the primary concerns about the hacking of target organizations such as Internet? In your opinion are these concerns justified? State your rationale.
6. Distribute copies of the STUDENT RESOURCE (pg 3). After viewing the segment, divide the class into groups to discuss:
   a. What are the rights and duties of individuals with regard to access of information about other individuals?
   b. Under what conditions should such rights be extended to corporations or legal entities? Why? Why not?
   c. Is it moral or ethical to limit access to intellectual property, such as personal records or databases? Explain.

   Reconvene the class. Share and discuss groups' answers. Then redivide the class into three groups. Assign a role to each group: Concerned Citizens, Software Designers and Business Managers. Challenge each group, according to their speciality, to devise a system that would help either to limit, reveal or formalize unauthorized access to privately held data. Groups should use the terminology and history from the RESOURCE, along with other data specific to their roles in preparing their proposals. Share and critique group proposals and decide who should determine information accessibility and why.

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********    **    ** STUDENT RESOURCE:  HACKING HALLMARKS
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HACKING THROUGH THE ELECTRONIC JUNGLE - TERMINOLOGY

* To "HACK" is to tinker with or in computer systems for intellectual pleasure or to unlawfully access computers using information gathered in several ways.
* Using a computer and a modem, a hacker tries to coax computer information, passwords and dial-in numbers to the mainframe computers in a network. This is called GETTING ROOT.
* Many hackers indulge in SOCIAL ENGINEERING. This involves:
  a. making friendly phone calls to the target company to elicit names, phone numbers, anything that might give a clue to a possible password; and,
  b. DUMPSTER DIVING is sorting through company trash cans to find discarded phone, access or account numbers.
* Once inside a system, hackers may peruse private files, create, copy or alter programs or build secret CYBERSPACE BACKDOORS, their own private and, therefore safer, system entrance.
* Some hackers plant VIRUSES, simple computer programs that duplicate themselves, erasing all other data. Other types of hacker programs are:
  a. WORMS, designed to work their way into systems unguided.
  b. SNIFFERS, designed to seek out access passwords and keys and relay them to the hacker.
  c. LOGIC BOMBS, designed to destroy data or programs at a predestined time or after a specific command or action.

HACKING HALL OF FAME - FAMOUS HACKING CASES

1970 - Hacker John Draper discovers that the whistle he received as a cereal box token duplicates the tone used by computers for placing free phone calls. He dubs this process PHONE PHREAKING.

1986 - The "Pakistani Brain" computer virus infects computers worldwide, erasing millions of data files.

1988 - Robert Morris, a Cornell University graduate student creates a computer "worm" program as an academic study. The program shuts down Internet for 2 days.

1989 - Members of the "Legion of Doom," an elite group of hackers, penetrate the computer system of Bell South. Federal agents accused the Legion of disrupting telecommunications systems and stealing proprietary information from the company.

1992 - Computer users throughout the U.S. brace for the onset of the "Michelangelo" virus, a "logic bomb" time delayed to go off March 6, 1992 and cause computer systems nationwide to crash. Sales of anti-virus software abound and, on "M-day," few computers are stricken.

Adapted from: Johnson, Ron. INVADING YOUR PRIVACY, The Atlanta Journal and Constitution, 24 May 1992. pgA1.

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TEACHER RESOURCE: AIDS RESOURCES

Here is a partial list of sources of information on AIDS.

Centers for Disease Control AIDS Hotline (800) 342-AIDS
Information and referral resources nationwide, 24 hours a day.

National AIDS Information Clearinghouse: (800) 458-5231
Education Database Distribution
P.O. Box 6003
Rockville, MD 20850

American Red Cross: (202) 737-8300
AIDS Education Office
1730 D Street, NW
Washington, DC 20006

National AIDS Network: (202) 347-0390
729 8th Street, SE
Washington, DC 20003

U.S. Public Health Service: (202) 472-4248
Public Affairs Office
Hubert Humphrey Bldg, Rm. 725-H
200 Independence Ave., SW
Washington, DC 20201

Teens Teaching AIDS Prevention
3030 Walnut St.
Kansas City, MO 64108

National Council of Churches/AIDS Task Force: (212) 870-2421
475 Riverside Drive, Room 572
New York, NY 10115

The Henry Nichols Foundation
P.O. Box 621
Cooperstown, NY 13326

American Association of Physicians for Human Rights: (415) 558-9353
P. O. Box 14366
San Francisco, CA 94114

FOR MORE INFORMATION AND LOCAL SUPPORT, CONTACT:
Your state and local health departments; The March of Dimes; Boys' Clubs and Girls' Clubs; Boy and Girl Scout Councils.

Tuesday, April 12, 1994

ANCHOR DESK

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* "Time Machine to Gettysburg" is a live electronic field trip to the actual battlegrounds. Educators...take your students back in time to relive and recreate what actually happened during this Civil War. Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The fighting continues over Gorazde.	3:15
DID YOU KNOW?	3	Despite U.S.-Russian differences over Bosnia, 250 U.S. troops will hold joint maneuvers this summer with the Russian military.	:30
WHERE IN THE WORLD?	4	Do you know these facts about Transylvania?	1:30
INTERNAT'L DESK	5	Transplanted Germans long for life in Transylvania.	2:50
NEWSFACT	6	Doctors are unsure of the exact origin of HIV and how humans were first infected....	:30
OUR WORLD	7	(PART II - LIVING WITH AIDS) Researchers may be closer to some answers about AIDS.	4:30
CLOSE	8		1:10

EDITOR'S NOTE: TODAY'S NEWS TERMS

Radovan Karadzic Vitaly Churkin Siebenburgen Saxons mass exodus
Gypsy squatters T-cells epidemic gene transfer therapy AZT

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TOP STORY - BOSNIA

1. Why are the Russians displeased with the NATO decision to carry out air strikes? What kind of relationship exists between Russia and the Serbs? Have student groups investigate this relationship, note how it has played a role throughout history, then exchange information. Ask: If the Russians had been informed of the NATO action in advance, do you think they would have supported it? Why/Why not?

INTERNATIONAL DESK: GERMANS IN TRANSYLVANIA

2. Why do ethnic populations migrate? Gather students into small groups and distribute the HANDOUT (pg 3). Have groups use the video and media resources to identify at least three human migrations that have occurred due to each reason listed on the HANDOUT. Reconvene the class and share the groups' findings. At what point does an ethnic group "give up" its right to a "homeland" or territory and assume the right to possess another? Discuss.

OUR WORLD: LIVING WITH AIDS (PART II)

3. Distribute the HANDOUT (pg 4) before viewing the segments and ask students to complete as much of it as they can. Show the segment and have students expand on and/or modify their answers, then discuss. Inform students that they will give similar questionnaires to other students:
   a. Working as a class, have students prepare a questionnaire using the questions on the HANDOUT and any others that arose during discussion.
   b. Have the class prepare a fact sheet containing answers to the questions and students' opinions.
   c. Discuss with students the appropriate target population among the school body to be surveyed and the number of individuals each student should survey.
   d. Have students conduct the surveys and gather results. After each survey, students should provide the respondent with a fact sheet.

   Discuss the results. Were most students well-informed? Have students submit the results to school or local newspapers.

WORLD LEADERS

ATTENTION TEACHERS: From time to time on International Desk Day, we will feature a question or activity in this space devoted to World Leaders and their impact on the news.

4. What world leaders are involved in the Bosnian situation? Have students work in small groups to identify and research each of the world leaders who play a role in the Bosnian crisis and share their information with the class. Ask: Based on what you have learned, what might each leader recommend as the "next step" if Serbian attacks on safe havens continue?

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********    **    ** STUDENT HANDOUT:  MIGRATION
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DIRECTIONS: Why do ethnic populations migrate? Observe the categories below. In each case find at least three examples from history of human migration. Identify why, when, to whom and how the migration occurred and what the ultimate result has been for the ethnic group involved.

REASON	MIGRATION EXAMPLES	RESULT
Population, overcrowding, lack of basic resources	1. 2. 3.	1. 2. 3.
Invasion, war, political differences	1. 2. 3.	1. 2. 3.
Practicing religious or moral freedoms	1. 2. 3.	1. 2. 3.
Economic hardship or opportunity	1. 2. 3.	1. 2. 3.

DISCUSS:
At what point does an ethnic group relinquish its right to a "homeland" or territory and assume the right to possess another?

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STUDENT HANDOUT: ARE YOU INFORMED?

DIRECTIONS: * Answer the questions below as fully as you can.
* Watch the video and revise your answers.

What do the letters represent in the acronym AIDS?

What is the name of the virus that causes AIDS?

What are T-cells?

How does contracting HIV affect T-cells?

How is AIDS most commonly contracted?

How can you tell if someone is likely to have AIDS?

Is AIDS a disease that only affects a certain type of person? How?

What are the best ways to prevent AIDS at the present?

If you were introduced to someone who you knew has HIV, how would you respond?

Wednesday, April 13, 1994

ANCHOR DESK

Social Studies teachers, here's your chance to teach your students about the Civil War...up close and on location. Enroll in "Time Machine to Gettysburg," Turner Adventure Learning's electronic field trip. Call 1-800-344-6219 for details.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Mediators arrive in S. Africa to help solve political disputes over the general election.	4:30
LOOK AHEAD	3	SOUTH AFRICA ELECTION DEBATE -- CNN Live 2:30 p.m. ET / 2030 GMT Thursday.	:30
DEFINITION	4	Nationalization - process of bringing the assets of a company into the ownership of the state. (A Concise Dictionary of Business)	:30
BUSINESS DESK	5	Venezuelan authorities are rethinking their nationalized oil industry policies.	2:15
NEWSFACT	6	Two new studies indicate that people newly diagnosed with AIDS are living longer.	:30
OUR WORLD	7	(LIVING WITH AIDS - Part III) The Harts have learned to live with AIDS in the family.	4:25
DID YOU KNOW?	8	Wisconsin's state superintendent of schools wants all mascots depicted as Native Americans dropped from state high school athletic squads.	:30
CLOSE	9		1:05

EDITOR'S NOTE: TODAY'S NEWS TERMS

mediator Mangosuthu Buthelezi pneumonia constitutional compromise

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TOP STORY - SOUTH AFRICAN ELECTIONS

1. What is ironic about the conflict between South Africa's newly enfranchised political parties? What will be the 7 mediators' role in resolving the conflict between these parties? Speculate with students the possible outcome for the country if the current impasse cannot be resolved by election day.
2. What are the philosophical/political differences between the African National Congress and Inkatha parties? To what extent are these differences rooted in history? Divide the class into groups. Have each use media resources to examine the history, composition, politics and power base of each party. Groups should then choose a representative to participate in the following round table debate: RESOLVED: The coming South African election is bound to fail as it is an imposition of Western-style democratic principles on a population that holds views antithetical to such a philosophy.
3. How would you prepare and educate an electorate unfamiliar with democratic process for their first vote? Group students.
   a. Have each group devise a list of steps necessary for free, fair and informed elections in South Africa. Groups should consider the cultural, ethnic, educational and geographic spread of the South African people.
   b. Encourage each group to present their electoral education ideas in a multimedia style, using audio, video and visual media to express their ideas.

   Display the groups' work. Invite local political representatives to view and critique ideas and discuss the principles of democratic political education with students.

OUR WORLD - LIVING WITH AIDS (PART III)

4. How did the Hart children contract HIV? What impact has their situation had on the family and its relationship with the local community? How do you think your family, community and friends would react if, suddenly, you were in a similar situation? Discuss.
5. How are you affected by AIDS? As students watch the video have them list people who are affected by the Hart's situation. Students should consider all the relatives, co-workers, health and social workers, etc.
   a. Using the Harts as an example, discuss how the AIDS crisis affects those who don't actually have the virus.
   b. Have students prepare and conduct interviews with 4 people: a married person, single adult, a teen and any fourth person. Interviews should elicit detailed responses to this question: "How has AIDS touched your life?"

   After students collect their results, have them work as a class to compile and classify responses and compare them to their original lists drawn from the video.

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*   * *   *    **   *   *   * * *        **    **          VENEZUELAN
***** ***** ***** ***** *     * ***** ***** ***** DESK:       OIL
```

1. BEFORE VIEWING: Locate Venezuela on a world map. What are some of this country's natural resources?

2. AFTER VIEWING: How does Petroleum of Venezuela differ from U.S. oil companies? What is the term that describes this kind of government ownership?

3. Why did Venezuela nationalize its oil industry in the 1970s? Have students work in small groups to investigate the political and economic circumstances that led to nationalization of Venezuela's oil industry and discuss their findings in class. Ask students: Why do you think the Venezuelan Congress is now encouraging outside investment? Generate a class discussion of the economic and political "pros and cons" of nationalizing any industry.

4. How do market forces affect Venezuela's nationalized oil industry? Have students speculate as to the effects on Venezuela's economy in each possible scenario shown below:
   a. Battery-powered cars begin to replace gasoline-powered cars.
   b. Political instability in several Middle Eastern oil-producing nations temporarily shuts down production.
   c. New oil reserves are discovered in the North Sea.

   Discuss the possible options for the Venezuelan Government in each case.

5. Use the STUDENT HANDOUT (pg 4) to help familiarize students with interpreting data and bar graphs.
   a. Distribute the HANDOUT to small groups of students.
   b. Instruct each group to choose any industrialized nation, then research the countries that are its major suppliers of oil and in what amounts.
   c. After groups have gathered all data, direct them to construct a bar graph, using the framework on the HANDOUT as their "x" and "y" axes.
   d. Have each group present and explain its graph.

   Could Venezuela's recent policy change that allows for international investment in the oil industry have any effect on each consumer nation? Discuss.

----------EDITOR'S NOTE: TODAY'S NEWS TERMS----------

joint venture nationalize investor raw material oil reserves

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STUDENT HANDOUT: OIL SUPPLIERS

DIRECTIONS: Choose any industrialized nation and search current resources to identify its major outside oil suppliers. THEN:

Construct and title a bar graph that illustrates your data, using the framework below. Make sure you indicate how you are measuring the oil supplied, for example, "in millions of barrels," and list as many supplier countries as you can.

TITLE:_____

Present and explain your graph to the class. Could recent policy changes in Venezuela, as explained in the video, have any direct or indirect effect on your consumer nation? Explain.

Thursday, April 14, 1994

ANCHOR DESK

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* View the Battle of Gettysburg, a live, three-day electronic field trip experience this May. Join Turner Adventure Learning for "Time Machine to Gettysburg." Call 1-800-344-6219 for more information. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
** TEACHERS: WE ADVISE YOU TO PREVIEW TODAY'S TOP STORY, AS IT CONTAINS SCENES THAT MAY DISTURB SOME STUDENTS. **			
TOP STORY	2	Rwanda is a nation torn by violence.	4:15
ROAD TO DEMOCRACY	3	Peace efforts in South Africa hit a stumbling block...	:30
NEWSFACT	4	A virus lives in the cells of living things and is a major cause of disease.	:30
SCIENCE DESK	5	Why are these engineers creating new plant viruses?	2:50
LIVING WITH AIDS	6	A quote from Magic Johnson's book, "What You Can Do to Avoid AIDS"	:30
OUR WORLD	7	(LIVING WITH AIDS - PART IV) For some, living with AIDS means thinking about dying.	4:20
LOOK AHEAD	8	TOMORROW: "HOW TO" ANGST	:20
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

Rwanda Patriotic Front tribal hatred positive attitude denial

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TOP STORY - VIOLENCE IN RWANDA

1. What is the underlying cause of the bloodshed in Kigali, Rwanda? According to the video, what philosophy underscores the killing that is going on there? What faction has the upper hand in the struggle for power? Why?
2. Lead groups of students in a comparative study of African national governments by having each group choose one nation's political structure to research and present to the class. At the completion of all presentations, have the class identify the forms of government (republic, monarchy, military dictatorship, governments in transition, etc.) among Africa's nations. Ask students to assess which nations seem to be the most politically stable and what elements of their governments are conducive to that stability.

EXTENSION: Challenge each student to act as a U.N. observer and issue his/her recommendation for a new government for a newly independent (hypothetical) African country. Direct students to write their recommendations in essay form, giving the rationale for their choices.

3. What other regions of the world have been wracked by tribal or ethnic violence? Have each group investigate a nation/region that has been in the news recently because of tribal or ethnic violence. Why are these factions at war with each other? Have groups present their findings in a class discussion. In each case, could the world community play a successful role as a mediator? Discuss.

OUR WORLD: LIVING WITH AIDS (PART IV)

4. Identify some of the emotions that are associated with living with AIDS. Were there any common emotions shared by all the young people in the video? Explain. How did some of these individuals attempt to "protect" those around them?
5. How important is a positive attitude in the treatment of a serious disease? Invite a medical professional who specializes in oncology or AIDS to address the class on this topic. Discuss: Is there a case for "mind over matter" in living with an illness such as AIDS? How does a negative outlook affect a person's physical health?
6. If you were told you had a serious illness, how do you think you would react? Do you think you could maintain a positive outlook? Ask students to imagine themselves in this situation. What mental strategies would they employ to combat the disease? Have each student draw or describe the way he/she visualizes himself/herself "battling" the illness. Then direct groups of students to find and share personal accounts of young people who have used visualization techniques to survive cancer or other illness. How could one turn this technique into a way of dealing with any other personal crisis? Discuss.

DESK: CROP VIRUSES

1. BEFORE VIEWING: What is a virus? A vaccine? How does a vaccine use a virus strain to produce resistance to infection?

2. AFTER VIEWING: Why are scientists using genetic recombination to create new virus resistant crop genes?

3. What is the purpose of the Univ. of Michigan study? Why are the scientists in the study confident that the risk of producing a "super-virus" through recombination are minimal? What principles of genetics support their conclusions? Discuss.

4. Have the class brainstorm a list of flowering plants in season in the region of your school. Assign groups of students one plant type to study.
   a. Challenge each group to observe closely as many varieties of the assigned plant as they can, collecting and pressing leaf and flower samples where possible.
   b. Have group members compare their researches and determine, as a group, what are some dominant characteristics of the species in your area. Groups should consider flower color, leaf shape and size, seasonal development, etc.

   Have groups share their results. Discuss with students how dominant genetic characteristics in plants can be identified and how they might improve their assigned plant species.

5. How do scientists predict the results of genetic crosses? Have students define the characteristics of a dominant and a recessive gene. Distribute the HANDOUT (pg 4). Students will also need two coins, masking tape and a marker. Have students:
   a. Cut 4 squares out of masking tape and place them on both sides of each of the coins so that no part of the squares hangs over the edge of either coin.
   b. Write R1 and R2 on one side of each coin to represent respective dominant genes.
   c. Write r1 and r2 on the opposite side of each respective coin matching the other side with regards to the number. A recessive gene is represented by "r."
   d. Toss the coins 100 times and record the results.

   What are the possible combinations of R and r genes? What is the ratio of the types of different gene results? How does this demonstration illustrate why new virus strains occur constantly and why it is unlikely that a dangerous "super virus" or pathogen could develop on a widespread scale? Explain.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

vaccine transgenic variance recombination mutation pathogen

STUDENT HANDOUT: GENETIC COMBINATIONS

DIRECTIONS: How do scientists predict the results of genetic crosses? For this activity you will need two coins, masking tape and a marker.

a. Cut 4 squares out of masking tape and place them on both sides of each of the coins so that no part of the squares hangs over the edge of either coin.

b. Write R1 and R2 on one side of each coin to represent respective dominant genes.

c. Write r1 and r2 on the opposite side of each respective coin matching the other side with regards to the number. A recessive gene is represented by "r."

d. Toss both coins 100 times, recording the result each time on the chart below.

	COIN 1	COIN 2
R		
r		

What are the possible combinations of dominant and recessive genes?
What is the ratio of the types of different gene results?

CNN NEWSROOM: RELIABLE RESOURCES
Wright, Coble, Hopkins, et al., Life Science, NJ: Prentice Hall 1991

Friday, April 15, 1994

ANCHOR DESK

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The Battle of Gettysburg...research the art, literature, photography and culture. Join Turner Adventure Learning for an electronic field trip to the Gettysburg Battlefield, and witness history live. Call 1-900-344-6219 for more information.

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	In an historic first, South Africa's Presidential candidates meet in a debate.	3:15
HEADLINES	3	"FRIENDLY FIRE" DOWNS TWO U.S. HELICOPTERS...	:20
THIS WEEK	4	This week, CNN NEWSROOM brought you news about Rwanda and Bosnia.	2:20
NEWSQUOTE	5	A quote from a Lennon/McCartney song...	:20
EDITOR'S DESK	6	Sometimes, following the directions can be a task in itself.	2:50
LOOK AHEAD	7	NEXT WEEK: STEERING CLEAR OF TROUBLE	:20
OUR WORLD	8	(LIVING WITH AIDS - PART V) The Glaser family tries to "save the children."	4:05

PEDIATRIC AIDS FOUNDATION, 1311 Colorado Avenue
Santa Monica, CA 90404 U.S.
(310) 395-9051 FAX: (310) 395-5149

CLOSE	9			:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Rosebank Soweto anarchy ostracism Pediatric AIDS Foundation

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TOP STORY - SOUTH AFRICA'S PRESIDENTIAL DEBATE

1. Why was yesterday's de Klerk-Mandela debate a significant event in South African political history? After the debate, what was the general reaction among South Africans? What important "image" did the debate present?
2. Divide the class into 2 groups. Instruct everyone to research the political, social and economic issues facing South African voters in the upcoming elections. Direct one group to focus on the ANC's positions on those issues, and the other on the National Party's (NP) positions. Share information, then offer each student a choice of one of the following tasks: either, write a brief debate "closing statement" summarizing either Mr. Mandela's or Mr. de Klerk's views; OR, pair off and role play Mandela and de Klerk debating some of the points discussed.

THIS WEEK - BOSNIA, RWANDA

3. Have students use their knowledge of recent events in Bosnia and Rwanda to compare the civil strife in those nations. Why has third-party involvement not been able to broker a lasting peace in either region? Discuss.

OUR WORLD - LIVING WITH AIDS (PART V)

4. How has the Glaser family felt the physical and emotional effects of AIDS? What have Paul and Elizabeth done to help channel resources toward fighting the disease?
5. Challenge groups to design a six-week course about AIDS for students in their age group, using current resources as well as videos from this week's CNN NEWSROOM. Students will want to consider the topics that will be covered and to what extent, as well as any audio-visual and other resources that will be used. Have groups present their course outlines and have the class choose the best one; or, combine elements from several to present to the principal for consideration.

6. NEWSQUIZ

At teacher discretion, variations of the following are acceptable. (1) U.S.-led NATO jets bomb Bosnian Serb positions. (2) Ethnic Germans who have long inhabited this region of Romania are dying out. (3) Civil war has led to significant numbers of casualties and the withdrawal by western nations of their citizens from the country. (4) In preparation for the upcoming general election, international mediators have stepped in to help solve disputes between rival political parties. (5) The Venezuelan government is rethinking its nationalized oil industry policies in the light of changes in the world energy market. (6) U.S. jets shoot down two U.S. helicopters in the international "No Fly Zone" over Iraq.

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"HOW TO"

DESK: ANGST

1. BEFORE VIEWING: Why do we need directions for the operation of some of the many things we buy or acquire? Give examples.

2. AFTER VIEWING: Discuss with the class what they consider are the MOST and LEAST essential sets of directions shown and why. Have students support their opinions.

3. Why do so many commonplace items come with instructions? Challenge students to find examples of directions that, to them, are either unique or unusual. Gather, share and discuss these examples. Compile students' findings in a class scrap book to be updated periodically as new examples are found.

4. Write on the board the following true examples of "missed directions." Have students consider the meaning of each set, where they might have appeared originally and how each could be rewritten to communicate more effectively.
   a. "The flattening of underwear with pleasure is the job of the chambermaid." (Yugoslavia)
   b. "When a passenger of the foot heave in sight, tootle the horn. Trumpet melodiously at first, but if he still obstacles your passage, tootle him with vigor." (Japan)
   c. "Besmear a baking pan, previously buttered with a good tomato sauce, and dispose the cannelloni, lightly distanced between them in an only couch." (Italy)

   Ask the class to interpret each set of directions and conjecture as to where they would be found. Discuss the difficulties faced by non-English speaking people in translating their directions into English. Ask: What general guidelines would you offer to people who are unfamiliar with English but who need to give directions in it?

5. Group students. Have each group choose a daily physical action, such as walking up stairs or chewing gum, and challenge them to write directions to performing this task. Give them this hint: Imagine you are teaching this activity to someone who does not know how to do it. Collect completed directions. Have volunteers perform each set, literally, as you read them aloud. Do not identify the task to be performed or the authors. Critique each group's results and discuss the writing skills that are important to effective instruction writing.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

directions teabag four step process instructions user manual

---------- CNN NEWSROOM: RELIABLE RESOURCES ----------

Bryson, Bill. THE MOTHER TONGUE. NY: Avon Books, 1990.

DIRECTIONS: Fill in a brief description of this week's news from each particular location on the lines below.

1. GORAZDE: _____

_____

_____

2. TRANSYLVANIA: _____

_____

_____

3. RWANDA: _____

_____

_____

4. SOUTH AFRICA: _____

_____

_____

5. VENEZUELA: _____

_____

_____

6. IRAU: _____

_____

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Share your news summaries with your class. How well informed are you on the week's events around the world? Choose one "Dateline" above and present a full news report to your class. Include maps, graphs and other visual displays in your "newscast."

Monday, April 18, 1994

ANCHOR DESK

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"Time Machine to Gettysburg" is a live electronic field trip to the actual battlegrounds. Educators...take your students back in time to relive and recreate what actually happened during this Civil War. Call 1-800-344-6219.

****

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The Shuttle Endeavour prepares for landing, after a "picture perfect" mission.	2:45
HEADLINES	3	SERB TANKS ROLL INTO GORAZDE...	:30
FUTURE DESK	4	In the future, cars could be saying "Leave the driving to us."	3:50
PULSE OF THE PLANET	5	Choosing up sides in the battle between autos and bikes...	1:10
OUR WORLD	6	New programs are helping some kids to steer clear of trouble.	5:10
CLOSE	7		:50

EDITOR'S NOTE: TODAY'S NEWS TERMS

imaging system altitude Earth Day pedal power repeat offenders

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SHUTTLE ENDEAVOUR

1. Have students explain the analogy drawn by astronaut Tom Jones between the current shuttle mission and the ancient axe found in the Sahara desert by satellite radar. How might the Earth's inhabitants 200,000 years into the future view the Endeavour's efforts to map the planet? Discuss.
2. What is the purpose of Endeavour's mission? How have the radar images from the mission added to scientists' perceptions of Earth's current geography and history? Have students speculate on what other features this and future radar missions might uncover, and how that information might change our perception of the interaction between people and the environment.

THE PULSE OF THE PLANET (Part I)

3. According to the video, under what societal conditions is biking, as a means of daily transport, an advantage? Have groups of students use economic and geography textbooks to determine what other countries could readily assume "bike technology" as the predominant means of daily transport. How might such information be useful to bicycle manufacturers and environmentalists? Discuss.
4. Distribute maps of the area around the school to groups of students. Have groups examine one part of the area closely, determine how best their part could be converted into an automobile traffic free bicycle zone and prepare an impact study in support of their proposal. Groups should consider the impact of such a zone on local businesses, transfer points where cars and bikes could coexist, bike storage, bike paths, etc. Have groups share their ideas and, using the most practical ideas as a basis, select and promote a "bike day" where, as much as possible, students and families use non-polluting means of transportation.

OUR WORLD - CHARACTER EDUCATION

5. According to the video, what are the characteristics of juveniles who become repeat offenders? How do the programs described in the video help many teens "beat the odds" and stay out of trouble?
6. Review the video with students. Ask them if they think either of these programs would work in their community. Then, divide the class into small groups, challenging each to devise an original program, after-school activity or course that would help kids to "stay straight." Groups should determine who would supervise the program, activity or course, where it would be held and how it would be financed. All plans should be presented to the full class for evaluation. Which ideas might have a high success rate? Why? Discuss.

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*     *   *   *   *   * *   *  *
*     *****   *   ***** *    * ***** DESK:  SAFE CARS
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1. BEFORE VIEWING: What type of car(s) does your family drive? What safety features are included in the car's equipment?

2. AFTER VIEWING: How has the advent of new technology changed the course of car safety management and design from collision protection to accident avoidance?

3. To what extent does implementing the computer safety features shown in the segment give the driver less control of the car? In what types of situations might such a sharing of control between computer and driver be more dangerous than if one or other had complete control of the car? Discuss.

4. What would you include if you could design the car of the future? Distribute the STUDENT HANDOUT (pg 4) to groups of students. Have each group use the HANDOUT to note its ideas for making different components of a car safer or more efficient. Allow students to add other components and features if necessary. Have groups exchange ideas. Have the class choose the best ideas and combine them into one car of the future. Using poster board, have the class create a detailed, labeled drawing of their creation. Post it in the classroom.

5. How might the technology shown in the video be applied to other aspects of auto transportation? Have each group of students:
   a. Choose one aspect of the automobile environment to study. Consider road surfaces, signals, lane directions and turns, speed limits, etc., as possible choices.
   b. Design a new "intelligent" system, using one aspect of the technology shown in the video, that manages cars in the chosen environmental aspect. Challenge groups to prove that their system improves the safety, economy and/or ease of finding a destination in driving.

   Have groups use models to demonstrate their ideas. Ask: In your opinion, should the designers' emphasis on improving safety be focused on the relationship between car and driver or on the relationship among car, driver and environment?

6. As students watch the video have them assess the marketability and competitiveness of each safety idea, then share impressions of the demonstrated safety features. How would "safe cars" be marketed and sold differently when compared to today's cars?

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

air bag vision enhancement Gulf War technology sensor blind spot

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*****  **    **    *
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********    **    ** STUDENT RESOURCE:  FUTURE CAR
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DIRECTIONS: What would you do to make the car of the future safer and more efficient? For each car component below, note your ideas.

1. ENGINE: _____

_____

_____

2. SAFETY EQUIPMENT: _____

_____

_____

3. BODY: _____

_____

_____

4. SEATING / INTERIOR: _____

_____

_____

5. SOUND SYSTEM: _____

_____

_____

6. DASHBOARD/WARNING DEVICES: _____

_____

_____

Are there any other components not mentioned here that you would add to your car of the future? Explain. Exchange ideas with those of other students. Combine the best ones into one ideal "car of the future." Draw the car on poster board and label its features. Post your creation in the classroom.

Tuesday, April 19, 1994

ANCHOR DESK

View the Battle of Gettysburg, a live, three-day electronic field trip experience this May. Join Turner Adventure Learning for "Time Machine to Gettysburg." Call 1-800-344-6219 for more information.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
NIXON HOSPITALIZED	2	Former President Richard Nixon is in hospital due to a stroke suffered early Monday evening.	:45
TOP STORY	3	The Bosnian peace process is in complete disarray as Bosnian Serb forces stand at the ruined door of Gorazde.	3:00
NEWSFACT	4	The factions in South Africa are close to agreement on joint participation in next week's historic elections.	:30
INT'L DESK	5	In an unexpected move, South Africa's divided political leaders appear together to support a bold business initiative.	3:00
PULSE OF THE PLANET	6	(Part II) Recycling efforts have a long way to go in the battle against global garbage.	1:25
OUR WORLD	7	(Steering Clear of Trouble - Part II) For troubled inner-city kids in Washington, D.C., the City Lights School is the last chance for a second chance.	4:50
CLOSE	8		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

commuters Dube Station ham radio recycling Lisbeth Schorr

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ANCHOR DESK April 19, 1994 (2)

TOP STORY - GORAZDE

1. How have the Bosnian Serbs finessed international negotiators by using "U.N. peacekeeping operations...to cover the prosecution of war"? What repercussions might actions by the Serbs in Gorazde have on future negotiations in both peace and wartime?
2. Do you agree/disagree with the assertion that blame for the current situation in Gorazde lies with "those who are paralyzing the mechanisms of the U.N."? Have the class conduct an inquiry into the role of the international authorities in Bosnia. To what extent are these authorities culpable for the death and destruction there?
   a. The class should appoint a panel of judges or a judge and jury, prosecutors and defense attorneys.
   b. Other students should assume the roles of members of the different parties involved in the conflict.

   Charge the assembled court to examine the current situation in Gorazde and, using judicial methods and protocol, determine who is to blame for the failure of the peace process.

PULSE OF THE PLANET (PART II)

3. How might international recycling standards be set and imposed? What agreements would need to be in place before such standards could effectively be enforced?
4. Hold a class recycling competition. Challenge each member of the class to "invent" the most novel recycled use of a used product that they can.
   a. To enter the competition, students must make at least five examples of their invention and "test market" them by distributing copies to a classmate's family of their own choosing for examination and response.
   b. Have students present their ideas and test market responses to the class for critique and judgment.

   Have the class select the three best ideas and three more honorable mentions. Discuss with the class how they could market their ideas internationally to help improve the effectiveness of international recycling efforts.

OUR WORLD - STEERING CLEAR OF TROUBLE (PART II)

5. What is City Lights? How does the program offer hope to those who have, to some extent, "given up" on regular school and the prospects for a long and satisfying life?
6. How do such programs save taxpayers money? In light of this, what advantages/disadvantages might there be to a federally sponsored "city lights inner-city" program? Discuss.

WORLD LEADERS - SOUTH AFRICA, BOSNIA

7. How might involved world leaders portray today's news from South Africa and Bosnia in a national radio address? Discuss.

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SOUTH AFRICA:
***** DESK: ON THE RIGHT TRACK

1. BEFORE VIEWING: Review what you know of the situation in South Africa. What major political factions are vying for power there? Whom does each represent?

2. AFTER VIEWING: How has a business initiative paved the way for political cooperation in Soweto?

3. Why is the commuter train line so important to those on "both sides of the tracks" in Soweto? In what way did the violence between Inkatha Freedom Party and ANC supporters inhibit economic opportunity for all the people of Soweto?

4. How would you expand economic opportunities for all South Africans?
   a. Distribute the STUDENT HANDOUT (pg 4) to groups. Have each group review the information and research any other background information they might need on the economy and politics of South Africa.
   b. Allow groups to share information.
   c. Challenge each group to use its data to outline a 10-year economic plan for the country that would take effect immediately after next week's elections.

   What resources, natural and human, could be incorporated into the plan? What political/social factors would have to be taken into account? Have each group share and discuss its ideas for South Africa's next economic decade.

EXTENSION: Ask students to consider this question: What effect do you think enfranchisement will have on South African workers?

5. When is it possible for opposite sides in a political cause to join in a business venture that will benefit both?
   a. Generate a discussion comparing the positions of the ANC and Inkatha Freedom Party and how they were able to set aside their differences for this railway station project.
   b. Divide students into groups. Challenge each group to come up with an idea for a project that would help "bridge the gap" between any two groups of people in the world by compelling them to cooperate for their mutual economic good.
   c. Have groups present their ideas. What talents/resources would each group of people have to contribute? What differences would they have to put aside for their joint venture to be a success? Discuss.

----------EDITOR'S NOTES: TODAY'S NEWS TERMS----------

Soweto ANC Inkatha Freedom Party Zulu business initiative

STUDENT HANDOUT: A LAND OF WEALTH AND POVERTY

South Africa is a land rich in mineral wealth and culture but, for many, is plagued with poverty. Below are some facts about the nation and its people:

ETHNIC MIX:	Black	75.2%	LITERACY RATE:	Whites	99%
	White	13.6%		Asians	69%
	Mixed	8.6%		Mixed	62%
	Asian	2.6%		Blacks	50%

POPULATION: 41.6 million

ANNUAL INCOME:	Whites	$36,000	UNEMPLOYMENT RATE:	Blacks	33%
	Blacks	3,240		Whites	3%

INFLATION RATE: 15.7%

EXPORTS: $23.8 billion; chiefly gold, metals, minerals, food, chemicals
TOP EXPORT PARTNERS: USA 43%
Japan 9%

IMPORTS: $21.2 billion; mainly machinery, vehicles, chemicals, oil, textiles, instruments
TOP IMPORT PARTNERS: USA 68%
Germany 19%

MINERAL WEALTH: South Africa is among the world's leaders in mineral production and its reserves rank among the world's highest. Among the minerals found there are Aluminum, Chromium, Coal, Diamonds, Gold, Manganese, Platinum metals, Uranium and Vermiculite.

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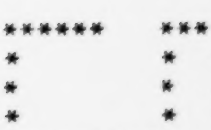
DIRECTIONS: Use the information above, combined with data obtained from your research, to compile an outline for a 10-year economic plan for South Africa that would take effect after the elections are held next week. Then address these questions:

1. What social and political factors will you have to take into account?
2. What steps does your plan take to enable South Africa to become a land rich in opportunities for all its citizens?

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from: "South Africa: Land of Wealth and Poverty," by Julie Stacey and Stephen Conley. USA TODAY, April 6, 1994, p. 2A.



Wednesday, April 20, 1994

ANCHOR DESK

Take your students on a field trip! All you'll need is your VCR and a title from the Turner MultiMedia Library. Each video has a classroom guide with blackline masters, lesson plans, and more! Get the details! Call 1-800-742-1096 today!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Inkatha is on board for South Africa's historic elections.	3:45
HEADLINES	3	UPDATE ON CONDITION OF FORMER PRES. NIXON... BOSNIAN SERBS AGREE TO CEASE-FIRE... L.A. JURY DECIDES ON KING AWARD...	:30
NEWSFACT	4	About 20 million Americans play golf...	:30
BUSINESS DESK	5	The market for golf collectibles is growing.	2:25
PULSE OF THE PLANET	6	Do electromagnetic fields cause cancer? Countless studies have no real answers.	1:20
OUR WORLD	7	(Steering Clear of Trouble - PART III) -Pres. Clinton holds an MTV "Town Meeting." -Early intervention may be the key to keeping kids from getting "off track."	4:55
CLOSE	8		:35

EDITOR'S NOTE: TODAY'S NEWS TERMS

Pretoria reconciliation EMFs consequences American psyche

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TOP STORY - SOUTH AFRICA ELECTIONS

1. How have South Africa's political leaders arrived at a suitable compromise, allowing for full elections for all major parties to proceed? In your opinion, to what extent has the burgeoning violence, brought on by this dispute, influenced politicians in their willingness to achieve a compromise? Explain your answer.
2. Who are the parties in the South African election? What does each one stand for and who are their main constituents? If you could vote in the election, what party's representative would you vote for and why? Distribute the STUDENT HANDOUT (pg 4).
   a. Have students review the list of major South African political parties listed on the HANDOUT.
   b. Using media resources, have students research each party to find out their constituencies and their stances on issues that students consider important for the future of the country.
   c. Each student will decide in a secret ballot what party they would vote for, using the HANDOUT as a ballot ticket.

   Create a ballot box and have students vote. Collate, announce and display class election results. Analyze class results with students and compare them with those of the upcoming election.

PULSE OF THE PLANET (PART III)

3. What is an electromagnetic field? Challenge groups of students to devise an experiment to measure the extent and density of the EMFs in their home or school.

OUR WORLD - CLINTON / MTV

4. What is the purpose of President Clinton's "MTV town hall meeting?" How might advice and questions from young audience members be different from those a President would receive from his/her staff? If Mr. Clinton were to spend 30 minutes asking and answering questions in your classroom, what impressions, ideas and thoughts would you like for him to consider?

OUR WORLD - STEERING CLEAR OF TROUBLE (PART III)

5. According to the video, what effect does early intervention in the lives of children in poor or troubled circumstances have on their later lives? To what extent do you believe that the costs of such intervention can be justified? Discuss.
6. Should juveniles, who are convicted of serious crimes, be given allowances and special treatment because of their age? Examine this question by having groups search news sources for examples of recent court cases involving juvenile defendants. Have the class elect a tribunal to consider these cases and recommend an intervention that could have been taken earlier that might have prevented the crime. Have the tribunal share its deliberations and invite questions about, and critiques of, their decisions.

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*   * *   *    **   *   *   * * *        **    **          GOLF
***** ***** ***** ***** *     * ***** ***** ***** DESK: COLLECTIBLES
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1. BEFORE VIEWING: Do you have a collection of any kind? Explain. If so, why do you collect these items?

2. AFTER VIEWING: What were some of the golf collectibles on display recently at USGA Headquarters? What advice do members of the Golf Collectors Society offer to collector prospects?

3. What is a collectible? To whom is a collectible valuable? Why? Invite an individual who deals in collectibles to speak to the class about why people collect things and what factors determine the items' worth. Does the age of a collectible mean that it will be more valuable? Discuss.

4. In terms of a return on investment, how would you compare collectibles to other forms of investment? Divide students into small groups. Have each group research different kinds of investments, such as stocks, real estate and gold, to determine their rate of return over the past 5 years. Share findings in class. Generate a class discussion comparing these capital investments with investing in collectibles. Discuss: Under what conditions might a financial counselor advise a person to put his/her money into collectibles? Why are some collectibles wiser "investments" than others?

5. Have students talk to family/friends who have collections, then come to class with a list of as many different kinds of collections as possible. Have students share their lists. Challenge students to come up with at least one business that might be associated with each kind of collectible -- for example, a magazine for coin collectors, conventions for baseball card enthusiasts, etc. Lead students in a discussion of how, in many cases, collectibles generate other kinds of business.

6. Assist students in organizing and holding a "Collection Convention" at your school. Have each student bring in his/her collection, display it and conduct a brief presentation for those who tour the exhibit. Before the convention, students should determine how exhibits will be arranged, whether trading of any kind will be allowed and provide visitors with a program or guide. If circumstances allow, students may consider charging a small admissions fee and donate the proceeds.

----------EDITOR'S DESK: TODAY'S NEWS TERMS----------

collectible 18th Hole USGA prized possessions deep pockets

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STUDENT HANDOUT: SOUTH AFRICA BALLOT

DIRECTIONS: Review the list of major South African political parties below, then use media resources to research each party. Find out each party's consistency and its stance on issues that you think are important for the future of South Africa. Decide what party you would vote for and mark your ballot.

PARTY	CONSTITUENCY / STANCE ON ISSUES	VOTE
African National Congress		
The National Party		
The Democratic Party		
Pan African Congress		
Inkatha Freedom Party		
Other small parties (name)		

NOTE: As of this date, the Conservative Party is still boycotting the election.

Fold your ballot and put it in the election box. Note the class election results as your teacher announces them. Who won? Why? Compare your class results with the real election, April 26 - 28.

Thursday, April 21, 1994

CNN ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		1:00
TOP STORY	2	U.S. President Clinton announces steps to stop Serbian aggression in Bosnia.	4:00
ROAD TO DEMOCRACY	3	Thousands of Zulus cheer on Mangosuthu Buthelezi at his party's first rally.	:45
LOOK AHEAD	4	CNN Presents "South Africa: Electing the Future," 9:00 pm ET Sunday (6:00 pm PT)	:20
NEWSFACT	5	Scientists use "radiocarbon dating" to determine the age of ancient objects.	:30
SCIENCE DESK	6	An ancient skull found in Africa is providing some clues about man's origins.	2:30
PULSE OF THE PLANET	7	Overpopulation is at the heart of all environmental problems.	1:15
OUR WORLD	8	Inspiration is the "mother of invention" for these high school students.	3:00
CLOSE	9		1:25

EDITOR'S NOTE: TODAY'S NEWS TERMS

safe havens embargo Robert Dole John McCain Cairo ingenuity

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Curriculum materials by Teachable Tech, Inc.

TOP STORY - CLINTON AND BOSNIA

1. What diplomatic and military steps are contained in the Clinton Administration's proposal for dealing with the Serbs? Review the video with students, then have them work in groups to seek additional information about each of these measures. Which measures have been tried before? How could they be made more effective this time? Discuss.
2. Why do the Russians, led by President Boris Yeltsin, oppose air strikes against the Serbs? What do you think Pres. Clinton is saying to Pres. Yeltsin in an attempt to change his mind? Have students review their knowledge of the Bosnian situation along with the nature of the Russian/Serb relationship. Then direct each student to act as the U.S. President and write a letter to President Yeltsin, noting reasons why he should support NATO air strikes against the Serbs.
3. Who is Senator Robert Dole? What is his plan to neutralize Serbian aggression? Why is Senator John McCain opposed to Pres. Clinton's military proposal? Do you AGREE or DISAGREE with Sen. McCain? State your rationale.
4. Generate a class discussion about the political predicament President Clinton finds himself in as a result of the Bosnian crisis, both as an international and national leader. What arguments exist FOR and AGAINST military intervention? Divide the class into groups. Challenge each group to draw an editorial cartoon depicting Pres. Clinton's political dilemma. Have each group post its cartoon then analyze those of the other groups. Have the class choose the best one and submit it to the editor of your local newspaper for consideration.

PULSE OF THE PLANET

5. Explain how overpopulation is at the heart of every environmental problem. How does culture play a role in overpopulation? What kinds of recommendations do you think might be issued by global experts in the field when they meet in Cairo in the fall?

OUR WORLD - INVENTION CONTEST

6. Describe some of the student inventions displayed in the video. What criteria are used for judging? Which invention impressed you the most? Why?
7. Of the different inventions seen in the video, which ones do you think could be marketed successfully? How would you market it? Divide students into groups. Have each group review the video, then write a television, radio or newspaper ad for that product, giving it a name and price and explaining what it does. Have groups share and critique the ads.

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**    *       *   *     * *   * *     *
 ***  *       *   ***   *  *  * *     ***
   ** *       *   *     *   * * *     *
***** ***** ***** ***** *     * ***** ***** DESK:  ANCIENT SKULL
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1. BEFORE VIEWING: Discuss with students scientific theories about the origins of the human race and the role of archaeology in developing those theories.

2. AFTER VIEWING: Why has it taken archaeologists two years to reconstruct the ancient skull fragments found in Ethiopia? What can they now tell from the reconstruction?

3. What supporting evidence indicates that this skull belongs to an early species of prehistoric human? Discuss how scientists may have traced the origins of humanity to these few bones.

4. How have scientists been able to assemble the skull from fragments? Prior to the lesson, obtain assorted old, chipped and/or broken crockery. Place the crockery in a pillowcase and use a hammer to break it into small pieces. Place unsorted amounts of the broken pieces into small "baggies," enough for one "baggie" per pair of students. Then:
   a. Pair students. Give each pair a sheet of plain paper, glue and a crockery "baggie." Have students spread out the contents on the paper and begin sorting.
   b. As they sort, discuss with students the characteristics of shape, texture and color they use to sort their fragments.
   c. Have pairs assemble what they can of each original piece, and then confer with other pairs, exchanging pieces.

   Challenge the class to completely reassemble the broken crockery. Review their work and discuss the skills it took to locate, position and assemble each finished piece.

5. What species of early humans have been identified? How are they classified? What distinguishes one species from another? Distribute the STUDENT HANDOUT (pg 4) to small groups of students. Have each group complete the HANDOUT by:
   a. Researching each species listed.
   b. Noting features scientists have uncovered that distinguish one species from another.
   c. Determining, with examples, what archaeological evidence has been found to prove the existence of each species.

   Share the groups' results. Have students conjecture what the ancestors of Australopithecus would be like.

EXTENSION: Challenge students to draw life-size pictures of their hypothetical Australopithecan predecessor and display them, along with a written description. Critique students' work.

---------- CNN NEWSROOM: TODAY'S NEWS TERMS ----------

ancestor bone fragments family tree hominid Ethiopia

***** ** ** *
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* * * * *
******** ** ** STUDENT HANDOUT: PREHISTORIC MAN

DIRECTIONS: The species below are considered prehistoric ancestors to humans. Research each species and complete the chart. NOTE:

a. Features that distinguish one species from another.
b. Archaeological evidence for the existence of each species.
c. Time period when the species is thought to have existed.

SPECIES	DISTINGUISHING FEATURES	ARCHAEOLOGICAL EVIDENCE	TIME PERIOD
Australo-pithecus Afarensis			Existed from: to:
Homo Habilis			Existed from: to:
Homo Erectus			Existed from: to:
Neander-thalers			Existed from: to:
Archaic Homo Sapiens			Existed from: to:

Examine your results. Using the information that you have gathered and information from the video, conjecture what the ancestors of Australopithecus would be like. Given the pattern of archaeological findings of prehistoric human remains, where would you begin your search for evidence of the existence of such a species? Why?

Friday, April 22, 1994

ANCHOR DESK

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* The Battle of Gettysburg...research the art, literature, photography and culture. Join Turner Adventure Learning for an electronic field trip to the Gettysburg Battlefield, and witness history live. Call 1-800-344-6219 for more information. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	Illiteracy complicates the voter education process in South Africa.	3:15
ROAD TO DEMOCRACY	3	An estimated 23 million people of all races are eligible to vote in South Africa's elections next Tuesday through Thursday.	:30
THIS WEEK	4	This week CNN NEWSROOM brought you news about Bosnia and the Shuttle Endeavour.	1:50
NEWSDATE	5	Today in history...1970...1990 -- Earth Day.	:20
EARTH DAY	6	A trip into the Okefenokee Swamp in South Georgia is like a trip back into time.	4:05
DID YOU KNOW?	7	U.S. President Clinton honors Sandra McBrayer as Teacher of the Year.	:30
EDITOR'S DESK	8	Sculptor Frances Jansen feels guided by a higher force in her work.	3:00
CLOSE	9		:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

Michelangelo indigenous primeval wildlife refuge extremists

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TOP STORY - SOUTH AFRICA

1. How does illiteracy complicate the voting process for many South Africans? What is the government doing to deal with this obstacle? If you were a candidate in South Africa's upcoming elections, what strategies might you employ to make yourself known among the 4 million voters who cannot read?
2. Working in small groups, have students compare the fight for suffrage in S. Africa with the American Civil Rights Movement of the 1960s. Have groups research both movements and discuss their findings class. How are the movements similar? Different? Discuss.

THIS WEEK: BOSNIA, SPACE SHUTTLE

3. How has the Bosnian crisis escalated over the past week? What measures has U.S. President Clinton offered to resolve it?
4. What was the primary mission of the latest space shuttle Endeavour flight? For what purpose will this data be used?

EARTH DAY - THE OKEFENOKEE SWAMP

5. While viewing, encourage students to note the flora and fauna of the Okefenokee. Discuss with them how such an environment could have been created. Use the TEACHER RESOURCE (pg 3) to inform class discussion. Challenge students to build scale models of the swamp habitat in its different stages of development. Display students' models chronologically. Compare the development of the Okefenokee with other great wetlands and marshes in the U.S. and worldwide.
6. What has been the impact of human habitation in, and exploitation of, the Okefenokee? How have public attitudes towards natural resources changed since Mr. Cripps' ancestors settled on Billy's Island? Why have these attitudes shifted?

EDITOR'S DESK: SPIRIT SCULPTOR

7. Who is Frances Jansen? How did she get her start in sculpture? What kinds of sculptures does she create?
8. From where does Ms. Jansen draw her artistic inspiration? How does an artist decide what to "create"? Challenge each student to interview an artist in any field and ask that question of him/her. Ask volunteers to share their findings. Generate a class discussion about creativity and how students can tap into this resource.

NEWSQUIZ (pg 4)

9. Distribute the NEWSQUIZ (pg 4). Have students use each set of blocks given to compose a headline for this week's related CNN NEWSROOM story. Students do not have to use all the words in the blocks in their headline. Headlines will vary. Then, direct each student to choose one headline and use it, along with its building blocks, to write an appropriate news story.

TEACHER RESOURCE: THE OKEFENOKEE SWAMP

THE WATER

In Pleistocene times (1,250,000-500,000 years ago), much of Southeastern U.S. was about 150 feet lower in relation to sea level than it is now. Consequently, the Atlantic Ocean covered most of Florida and Southeast Georgia. Ocean currents, flowing around an extant group of 4 small islands in North Florida, created a narrow sand bar some 100 miles long. As time passed the ocean receded, leaving exposed the sand bar (now named Trail Ridge). The sand bar trapped sea water in a shallow depression in what had been the seabed. Rains washed out and diluted the sea water, gradually creating a freshwater lake. The waters of the Okefenokee still flow slowly but continuously across the swamp to 2 river outlets.

PLANTS AND ANIMAL HABITATION

Aquatic plants grew and died in the lake, filling it with decaying vegetation that eventually formed peat. This vegetation decay gives the water its characteristic tannin brown color. Other, larger plants took root in the peat, including the sedges, cypress, bay and gum trees seen today. With this habitable cover the swamp became a haven for a wide variety of animal life, including 225 species of birds, 41 species of mammals, 54 species of reptiles, 32 species of amphibians, 37 species of fish and untold numbers of insect species. The swamp holds one of the nation's largest concentrations of the once endangered American alligator.

HUMAN HABITATION / DEVELOPMENT

Permanent settlement of the swamp is thought to have begun around the 1700s by Native American Seminoles seeking refuge from encroaching settlers. By 1838, raids on settlements surrounding the swamp caused a U.S. Army detachment under Gen. Charles Floyd to enter and drive out the Seminoles. Logging operations, centered about Billy's Island in the Southeastern part of the swamp, grew thereafter. Tramroads were built into the swamp to haul cut timber by locomotive. In 1890, efforts were made to drain the swamp to make logging easier. These efforts failed and concerns about damage to the area's natural beauty led to an end of logging operations in 1927.

HABITAT PROTECTION

The Okefenokee was established as a wildlife refuge in 1937. The timber in the upland areas bordering the swamp are managed to provide optimum habitats for wildlife. Other areas of the swamp have been allowed to revert to their natural state.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from: OKEFENOKEE (1967) The Fish and Wildlife Service and other sources.

04/22/94 (4)

BUILD-A-STORY

DIRECTIONS: Each set of building blocks below contains words from stories covered on this week's CNN NEWSROOM. For each set, write a headline that might appear for that story. You do not have to use all of the building block words in your headline.

1.

Endeavour	space radar	technology

HEADLINE:_____

2.

Gorazde	Serbs	"safe haven"

HEADLINE:_____

3.

reconciliation	Inkatha	free elections

HEADLINE:_____

4.

EMFs	cancer	exposure

HEADLINE:_____

5.

Yeltsin	NATO	Bosnia

HEADLINE:_____

6.

Okefenokee	natural	preserve

HEADLINE:_____

Choose one of the 6 items above and write a news story, using your headline and the building blocks as the foundation.

Monday, April 25, 1994

ANCHOR DESK

Teachable Tech and Turner Educational Services have developed an exciting new training system for effective integration of video technology into the classroom. To find out costs and further details, call 1-800-367-3170.

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	The bombing of ANC Headquarters casts a shadow on South Africa's upcoming elections.	3:10
MANDELA RALLY	3	ANC candidate Nelson Mandela holds his last pre-election rally.	1:40
BUTHELEZI RALLY	4	Inkatha Freedom Party candidate Mangosuthu Buthelezi urges South Africans to support the historic elections.	1:00
ROAD TO DEMOCRACY	5	Some ANC members are calling for a redistribution of wealth after the elections.	:30
A FARMER'S LIFE	6	Will democracy bring equality to South Africa after the elections?	3:35
NIXON	7	Some students' thoughts on former U.S. Pres. Richard Nixon...	:30
NIXON OBITUARY	8	Former U.S. President Richard Nixon died on Friday, at age 81.	3:10
CLOSE	9		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Johannesburg terrorism Transvaal international relations cover-up

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TOP STORY - SOUTH AFRICA BOMBING

1. Against whom is the car bomb that ripped through downtown Johannesburg thought to have been planted? What organizations or individuals would have cause or reason to plant such a device? What impact might the threat of terrorist acts have on the prospects for a peaceful election process and post election transition? Discuss.

SOUTH AFRICAN FARMERS

2. Both Weber and Hlatsweyo share a love for their land. To whom does this land belong? Should the apparent inequalities created by apartheid be addressed and redressed by the transitional government? How and under what formula? Have students consider carefully the precedents that they might set as they discuss solutions to this question.
3. How are the lives of Weber and Hlatsweyo a contrast in lifestyles? Before viewing the segment distribute the HANDOUT (pg 3). Explain to students that they are going to prepare a brief essay comparing and contrasting each farmer with the other. Students may choose to write the essay or deliver it as an oral presentation on tape or in front of the class.
   a. Review with the class the compare/contrast terminology at the bottom of the HANDOUT.
   b. As students watch the video have them carefully note similarities and differences between the two farmers, using the categories on the HANDOUT as a guide.

   Have students prepare and present their essays in their chosen form. How might the election process and subsequent political transition affect the lot of either farmer? Discuss.

RICHARD NIXON OBITUARY

4. Describe how former President Richard Nixon's political career exemplified his personal motto, "Never give up." What personal characteristics do you think enabled him to make so many political comebacks?
5. How would you describe the high and low points of the Nixon Presidency to future generations? Distribute the STUDENT HANDOUT (pg 4). Have students work in groups to research and note each aspect of the Nixon Presidency listed on the HANDOUT. Then have groups share and discuss their information. Challenge each student to write an entry for a future U.S. History text about the political life of Richard M. Nixon.

CNN NEWSROOM NOTE: NIXON SERVICES
Richard Nixon Library
Yorba Linda, California
Service and Eulogies
7 pm ET Wednesday 4 pm PT

SOUTH AFRICA -
ONE NATION, MANY PEOPLES

STUDENT HANDOUT:

DIRECTIONS: As you watch the video, use the chart below to note similarities and differences in the lives of the 2 Transvaal farmers shown in the video, Hlatswayo and Weber. Use your notes to prepare a brief essay following the format outlined below the chart.

	Hlatswayo DIFFERENCES	SIMILARITIES	Weber DIFFERENCES
Family			
Lifestyle			
Farming methods, crops and resources			
Cultural Background			

PREPARING A COMPARE AND CONTRAST ESSAY

When you arrange information for comparison, you are arranging it according to similarities / differences. In each paragraph or section of your essay discuss the similarities / differences between each topic listed in your chart. Example: Discuss the similarities in the cultural backgrounds of Hlatswayo and Weber. Then, using a transitional word, discuss the differences. Move on to the next topic in your next paragraph or section.

COMMON TRANSITIONS

For DIFFERENCES:
but, however, instead, on the contrary, by contrast, on the other hand, unlike

For SIMILARITIES:
both, similarly, like, similar to

RICHARD NIXON:
STUDENT HANDOUT: A POLITICAL BIOGRAPHY

DIRECTIONS: Use any resources available to you to find out about former President Richard Nixon's contribution or connection to each of the areas below. Record your answers in the spaces provided.

THE U.S. ECONOMY:

CHINA AND THE SOVIET UNION:

THE VIETNAM WAR:

THE ENVIRONMENT:

WATERGATE:

Share your information with your classmates. How would you describe the high and low points of the Nixon Presidency?

Use your information to write an entry for a U.S. History text about former President Nixon. How do you think future generations will remember him?

Tuesday, April 26, 1994

*** ANCHOR DESK

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	More terrorist bombs rock South Africa on the eve of the elections.	1:15
SOUTH AFRICA PARLIAMENT	3	The last session of South Africa's all-white parliament ended Monday with a call for calm during the elections.	:40
ELECTIONS BEGIN	4	South Africans living in other nations cast their votes.	2:45
ROAD TO DEMOCRACY	5	Some of the major political developments in South Africa's recent history	:30
EDUCATING THE MASSES	6	Voter education in South Africa continues up to the last minute.	2:55
S. AFRICAN FLAG	7	At midnight, South Africa's flag was replaced with a new national flag.	:30
THE PLAYERS	8	Three men will determine the future of South Africa.	4:40
CLOSE	9		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Potgierersrus Randfontein Westonaria Germiston Bloemhof
Steynsburg Stoffberg Pretoria Robben Island Prison

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TOP STORY - SOUTH AFRICA'S ELECTION EVE VIOLENCE

1. Why will there be tight security at the South African polls in these historic elections? If you were a South African, would the recent bombings deter you from voting? Explain.

SOUTH AFRICAN VOTING

2. What is the significance of today's elections for South Africans residing in the U.S.? Generate a class discussion about the history that is taking place today in South Africa. Why might a person no longer living there want to participate in these elections? Discuss.

EDUCATING THE MASSES

3. What are the "nuts and bolts" of democracy? On whom are election officials and educators concentrating their attention?
4. How would you prepare an electorate, unfamiliar with democracy, for their first vote? Group students. Distribute the HANDOUT (pg 3). Use an atlas as a guide to assign a province, electoral district or homeland to each group to research. Then:
   a. To give a contextual perspective, review the information about the election, electorate and key candidates that are provided in this guide (See pgs 3 & 4).
   b. Have groups complete the HANDOUT by researching their region's demographics and history.
   c. Have each group use its research and the video to devise a step-by-step plan to prepare the provincial electorate for their first democratic vote.
   d. Encourage students to use media and materials that are specific and appropriate to the region in their plan.

   Share groups' plans. Ask: How do these plans differ from province to province? What impact will your province's vote have on the overall election results? What does this say about "your" electorate? Invite local political representatives to review and critique the groups' ideas and discuss the principles of democratic political education with students.

THE PLAYERS

5. What differences exist among the three principal players in the South African elections? How have they subsumed these differences, through compromise, for the common good? Have students conjecture how the relationship among these three might change after the election results have been counted.
6. The STUDENT RESOURCE (pg 4) contains brief profiles of most of the significant players in South African politics. Have students use this resource to inform their activities and discussions as events in South Africa unfold. Teachers may wish to assign each person listed to small groups for students to follow through the election process and its aftermath. Use the groups' studies to "flesh out" each profile for the class.

STUDENT HANDOUT: SOUTH AFRICA'S DIVERSE ELECTORATE

South Africa is divided by race, tribal groups, 11 commonly used languages and divergent political and cultural beliefs. Here is some general information on the overall populace of the country.

ETHNIC MIX:

Black	75.2%	White	13.6%
Mixed (#)	8.6%	Asian	2.6%

LITERACY RATE:

White	98%	Asian	69%
Mixed (#)	62%	Black	50%

AVERAGE AGE OF ELIGIBLE VOTERS (YEARS)

Black	25	Mixed (#)	30	Asian	30.5	White	35.4	Overall	30.3

BLACK POPULATION

Zulu	8,354,470	Sotho	5,962,323	Xhosa	2,513,411
Tswana	1,443,478	Shangaan/Tsonga	1,440,932	Ndebele	478,426
		Venda	114,962		

(#) - colored people of mixed ancestry

DIRECTIONS:
Using this information as a starting point, research the province or homeland you have been assigned. Summarize your research below.

PROVINCE / HOMELAND: _____

CAPITAL: _____ POPULATION: _____

LANGUAGE(S): _____

HISTORY: _____

_____

PEOPLE (RACIAL/ETHNIC/CULTURAL MIX): _____

_____

ECONOMY: _____

_____

POLITICS: _____

_____

Use your information to create a step-by-step plan to prepare this provincial electorate for its first democratic vote. How is your plan unique to your region's needs? How do your methods ensure that people understand that this is a free, fair, objective election?

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STUDENT RESOURCE: SOUTH AFRICA -- THE KEY PLAYERS

DIRECTIONS: Use the brief profiles below of the key figures in the South African election to inform class discussions and activities.

MAIN CANDIDATES

Chief Mangosuthu Buthelezi - 66, Zulu chief; head of the Inkatha Freedom Party; became the chief minister of the Kwazulu homeland in the 1970s; strongly anti-communist

Zack de Beer - Leader of the anti-apartheid Democratic party; promises to retire after the election

President F. W. de Klerk - 58, President of South Africa since 1989; leader of the National Party

Clarence Makwetu - President of the Pan-Africanist Congress, a sometimes radical splinter group of the ANC formed in 1959 behind the slogan "one settler, one bullet"

Nelson Mandela - 75, Leader of the African National Congress Party; released from prison in 1990 after 27 years; Mandela's middle name, Rolihahla, in English means, "One who stirs up trouble."

Joe Slovo - 67, Chairman of the South African Communist Party

Constand Viljoen - Former government minister and Afrikaner Volksfront leader; broke with his party to form the Freedom Front

SIGNIFICANT PLAYERS

Ferdi Hartzenburg - 58, Leader of the hard-line Conservative Party, the only significant political party to still boycott the elections; opposes all power sharing among races and tribes

Roelf Meyer - 46, Chief government negotiator for the interim South African constitution where parties will share power for 5 years following the election

Cyril Ramaphosa - 41, ANC Secretary General and potential successor to Nelson Mandela; in 1982 launched the black National Union of Mine workers as a vehicle to protest apartheid within South Africa; chief ANC negotiator of the interim South African constitution

Eugene Terre'Blanche - 53, Leader of the extreme white right-wing para-military Afrikaner Resistance Movement

Bishop Desmond Tutu - 62, Nobel prize winner (1984); active anti-apartheid campaigner; first black South African Archbishop (1986)

King Goodwill Zwelethini - 46, Hereditary King of the Zulu tribe, South Africa's largest ethnic group, since 1971; nephew to Chief Buthelezi

Wednesday, April 27, 1994

ANCHOR DESK

Turner Adventure Learning combines the content of books, the speed of telecommunications and the excitement of live pictures from remote locations. This May, transport your students live to the battlefield at Gettysburg. Call 1-800-344-6219 now!

DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
** THIS EDITION OF CNN NEWSROOM WAS BROADCAST LIVE AT 3:45 A.M ET.** THE "SOUTH AFRICA LIVE" SEGMENT IS NOT CLOSED-CAPTIONED.			
OPENING	1		:45
TOP STORY	2	After 342 years of white South African domination, the historic general elections finally begin.	2:00
SOUTH AFRICAN TOWNSHIPS	3	Life in South Africa's townships is a dead end for most people who had left the homelands to seek work in the mines and cities.	3:40
ROAD TO DEMOCRACY	4	Balloting procedures...	:30
SOUTH AFRICA LIVE	5	Former CNN NEWSROOM anchor Brian Todd reports live from Johannesburg on the unfolding events of this historic election.	6:15
CLOSE	6	CNN NEWSROOM ends today with pictures of former President Nixon's coffin returning home to the Nixon library in Yorba Linda, CA.	1:45

EDITOR'S NOTE: TODAY'S NEWS TERMS

township	Soweto	Gordon Motlhodi	shanties	squatter	squalor

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TOP STORY - SOUTH AFRICA ELECTIONS

1. Use the STUDENT RESOURCE (pg 3) to help students see how far South Africans have come in their "road to democracy." Distribute the RESOURCE and have students review the timeline. Assist students as they use the RESOURCE to help them write, direct and present a play about S. Africa's journey toward individual equality and representative democracy.
2. How will new provincial borders impact how the country's diverse population will be represented in parliament? Distribute the HANDOUT (pg 4). Have small groups of students choose an ethnic, racial or cultural group within South Africa who are now enfranchised by this election. Have groups:
   a. Identify specific locational, economic, political and social characteristics of this group.
   b. Predict four possible outcomes of the election and write them on the HANDOUT.
   c. Discuss the positive and negative effects each outcome might have on the group chosen.
   d. Predict the long-term effects of each outcome.

   Review the video with the class and pause the tape on the map of the nine new provinces. Have each group note how the redrawing of provincial boundaries will affect the current political distribution of their chosen study population. Given these new boundaries, have students revise and discuss their projections. Whom do the new boundaries favor politically? What possible scenarios could unfold as South Africa makes its first attempt at a representative democracy? What impact might boundary issues play in those scenarios? Discuss.

THE HOMELANDS

3. Describe life in the townships for those who came looking for work. What is a "squatter camp"? What is the key to getting out of the squatter camps? How have the lack of educational opportunities and the laws contributed to the frustration? Why are many blacks in Soweto optimistic about the elections?

SOUTH AFRICA LIVE - AN INTERVIEW WITH BRIAN TODD

4. If you were an international journalist reporting on the South African elections, what might your perspective be? Have each group of students create a CNN newscast about the historic vote by researching, writing a script and presenting the story. Encourage groups to be creative while maintaining factual accuracy. Students may want to reenact, for example, an "interview" with a black South African who has just voted for the first time. After all newscasts have been presented, generate a class discussion about the methods journalists use to report the news and how each works to hold viewer interest while providing information.

April 27, 1994 (3)

SOUTH AFRICA:
STUDENT RESOURCE: "A HISTORY OF OPPRESSION"

1652: Dutch traders establish first white settlement.
1814: The Netherlands cedes the region to Great Britain. British settlers begin arriving.
1834: The British ban slavery in all their holdings.
1835-1837: Boer Afrikaners, descended from Dutch and German settlers, establish the republics of Transvaal and the Orange Free State from land taken from the Zulus.
1870: Diamonds are discovered on the Orange Free State border.
1872: British divide the country after defeating the Zulus.
1880: The first Boer War, over territory, leads to the defeat of the British.
1899-1902: The second Boar War, started by the Boers, ends in British victory.
1910: South Africa is unified within the British Empire. The constitution awards whites complete power.
1912: African National Congress (ANC) organizes.
1913-1927: Government limits blacks' rights to property, establishes segregated cities and black townships.
1931: S. Africa becomes a member of the British Commonwealth.
1948: National Party promotes apartheid, wins elections.
1952: The ANC begins its resistance campaign.
1958: South Africa begins institutionalizing apartheid with the creation of the "homelands."
1960: ANC and the radical black group, Pan-African Congress, are banned after a bloody rally in Sharpeville.
1961: South Africa becomes a republic and secedes from the British Commonwealth.
1962: ANC's Nelson Mandela is arrested for resisting apartheid.
1964 Mandela is sentenced to life in prison.
1977: Black activist Stephen Biko dies in police protection.
1984: All-white parliament abolished by a new constitution; separate houses are established for whites, coloreds (mixed races) and Asians.
1986: U.S. imposes economic sanctions on South Africa.
1989: Frederick W. de Klerk is elected President.
1990: Mandela is freed from prison; de Klerk begins efforts to repeal apartheid; ANC signs peace agreement.
1992: Whites-only vote approves the abandonment of apartheid.
1993: De Klerk and Mandela share the Nobel Peace Prize. A new constitution is drafted setting up all-race elections.

----------CNN NEWSROOM: RELIABLE RESOURCES----------

Adapted from: "The new South Africa: A History of Oppression," USA TODAY research, USA TODAY, April 25, 1994, p. 8A. and "A Primer on South Africa," ATLANTA JOURNAL/ CONSTITUTION, March 20, 1994 p. A8.

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SOUTH AFRICAN ELECTIONS --
STUDENT HANDOUT: PREDICTING OUTCOMES

DIRECTIONS: Choose an ethnic, racial or cultural group within South Africa who are now enfranchised by this election. Use the space below to identify specific economic, social and political characteristics of this group.

RACIAL / ETHNIC / CULTURAL GROUP CHARACTERISTICS

Predict 4 possible outcomes of the election and identify the pros and cons of each for the group you chose and the long term effects of each outcome.

POSSIBLE ELECTION OUTCOMES	PROS AND CONS	LONG TERM PREDICTIONS FOR THE FUTURE

What possible scenarios could unfold as S. Africa makes its first attempt at a representative democracy? Based on your predictions, how do you think your group will and should vote in the election?

Thursday, April 28, 1994

*** ANCHOR DESK

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* Relive the Battle of Gettysburg and share in live discussions *
* with historians as they talk about the battle and its importance.*
* Join Turner Adventure Learning for "Time Machine to Gettysburg" *
* on May 18, 19, 20. Call 1-800-344-6219 for more information. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
		** TODAY'S CNN NEWSROOM AIRED LIVE AT 3:45 A.M. ET. ** PORTIONS OF THIS PROGRAM MAY NOT BE CLOSED-CAPTIONED.	
OPENING	1		:45
TOP STORY	2	Wednesday was a day of mourning as the U.S. buried its 37th President, Richard M. Nixon.	2:45
NEWSFACT	3	Important dates in the political life of U.S. President Richard M. Nixon.	:30
ELECTION CRISIS	4	Turnout in South Africa has been so large that the elections may be extended.	:30
VOTING IN THE BUSH	5	People in rural South Africa wait for hours in order to cast their votes.	2:30
S. AFRICA GOVERNMENT	6	What will the new government look like?	1:00
STUDENT INTERVIEW	7	CNN NEWSROOM presents a conversation with two South African students, gathering their impressions of the historic vote.	6:20
CLOSE	8		:30

EDITOR'S NOTE: TODAY'S NEWS TERMS

Richard M. Nixon | military draft | parliament | interim constitution

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NIXON FUNERAL

1. What is a eulogy? How was President Nixon remembered at his funeral? From the video, what impression do you gather of Nixon the man? How does this image differ or resemble that given in other media or in American history texts? Discuss.
2. How should former President Richard Nixon best be remembered? Group students and distribute the HANDOUT, pg 3. Ask each group to imagine that it is the production team for a compact disc music tribute to the life and times of Mr. Nixon. Groups should select music pieces that fit the criteria outlined on the HANDOUT. Teachers should act as a resource and counsel for groups selecting and researching possible choices. Have groups share, display and, if and where possible, play their choices. How does each compact disc evoke Mr. Nixon and his era? Discuss.

VOTING IN THE BUSH

3. How has the large voter turnout created an election crisis in South Africa? According to the video, has the crisis affected people's desire to vote? Explain.
4. After viewing, ask volunteers to contrast the scenery in the town of Ficksburg with the "one person, one vote" equality of the voting lines. If you were to return to Ficksburg ten years from now, would you expect to see equality in living conditions as well? Why/Why not? Discuss.

SOUTH AFRICA GOVERNMENT

5. How will the new government of South Africa look? Distribute the STUDENT HANDOUT (pg 4) to groups. Have each student use the video and other resources to gather information about each component of the new government listed and note some of the basic data in each box. Have groups share their information. Then have groups cut out the boxes and arrange them on paper to illustrate the structure of the new government. Photocopy their charts and have students save them for future reference.

AN INTERVIEW WITH SOUTH AFRICAN STUDENTS

6. If you were one of the students interviewed by Brian Andrews, what would you want to know about America and its future relationship with South Africa?
7. How do these students characterize the future of their own nation? After viewing, ask students to assess the feelings of 13-year old Gerry Mntonga and 15-year old Nici Coetzia about the historic events happening now in their country. Challenge each student to imagine that they are also part of this time in South Africa and write a letter to posterity recording their thoughts on this occasion.

April 28, 1994 (3)

STUDENT HANDOUT: NIXON -- A MUSIC EULOGY

DIRECTIONS: The political life/times of Richard Nixon spanned some of the most turbulent changes in American culture. Imagine that you are the producer of a compact disc music tribute to those times and to the former president. Choose up to 12 pieces of music, of any variety, total running time not to exceed 70 minutes. Your choices should fit at least 1 of these criteria:

a. Relate/refer to events that occurred during Nixon presidency.
b. Reflect some aspect of American culture, style and art associated with the Nixon era.
c. Express your opinion as to the lifetime accomplishments and achievements of Mr. Nixon.

Be prepared to justify your choices. List your titles, artists and reasons for your choices in the spaces below.

#.	ARTIST	TITLE	REASON FOR CHOICE	TIME
1.	_____	_____	_____	:
2.	_____	_____	_____	:
3.	_____	_____	_____	:
4.	_____	_____	_____	:
5.	_____	_____	_____	:
6.	_____	_____	_____	:
7.	_____	_____	_____	:
8.	_____	_____	_____	:
9.	_____	_____	_____	:
10.	_____	_____	_____	:
11.	_____	_____	_____	:
12.	_____	_____	_____	:

Title of your cd: _____

Design your cd cover on the back of this handout, using representative magazine and newspaper cuttings and photographs in your design. Share your work with the class. How does your cd evoke the life and times of Mr. Nixon? How should he best be remembered?

STUDENT HANDOUT: SOUTH AFRICA: A NEW GOVERNMENT

DIRECTIONS: Use the video and other current resources to help you find information about the duties and/or composition of each of the components of the new South African Government that are given below. Briefly fill in the information in its appropriate box.

THE SENATE:	THE NATIONAL ASSEMBLY:
THE CABINET:	THE PRESIDENT:
PROVINCIAL ASSEMBLY:	CONSTITUTIONAL COURT:
DEPUTY PRESIDENT:	DEPUTY PRESIDENT:
THE MILITARY:	

Exchange your information with your classmates. Then cut out the boxes and use them to create a chart that illustrates the structure of the new government.

Friday, April 29, 1994

ANCHOR DESK

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* "Time Machine to Gettysburg" is a live electronic field trip to the actual battlegrounds. Educators...take your students back in time to relive and recreate what actually happened during this Civil War. Call 1-800-344-6219. *

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DAILY NEWS BRIEFING

Title	#	Program Rundown	Time
OPENING	1		:45
TOP STORY	2	South African elections have been extended an extra day to allow all people to vote.	2:10
NEWSFACT	3	Counting of ballots will begin on Saturday...	:30
MANDELA HOMETOWN	4	Free elections are the first step toward change in Nelson Mandela's hometown.	2:50
NEWSFACT	5	Upcoming important dates in South Africa...	:30
AWB RALLY	6	Not everyone favors the new South Africa.	2:20
NEWSFACT	7	Some basic rights under South Africa's interim constitution	:30
CONSER-VATION	8	South Africa's Kruger National Park may soon feel the impact of political changes.	4:25
CLOSE	9		1:00

EDITOR'S NOTE: TODAY'S NEWS TERMS

polling station Qunu identity liberation AWB solidarity Eugene Terre'Blanche "Volkstaat" Kruger National Park ecotourism

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TOP STORY - SOUTH AFRICAN ELECTIONS

1. What can citizens of other representative democracies learn from this week's historic South African elections? Divide students into groups. Have each group select a state or region and investigate the percentage of registered voters who turned out to vote in the most recent national election. Have each group present its findings to the class. Ask: Were you surprised by your findings? Challenge groups to use what they have learned produce a 30-second PSA on the importance of exercising one's right to vote.

MANDELA HOMETOWN

2. How would you describe Nelson Mandela's hometown of Qunu? Describe how the homeland system kept blacks from achieving equality with white South Africans. How does the right to vote give black South Africans a new identity?

AWB RALLY

3. What is the Afrikaner Resistance Movement? Why do its members feel they have been "tricked" out of their own country? Have groups of students research the AWB and share their information. What is the basis for the AWB's claims? Discuss.

SOUTH AFRICA - WILDLIFE

4. How might the issue of wildlife conservation in South Africa best be solved? Distribute the HANDOUT (pg 3). Have students:
   a. Imagine that they are organizers of a campaign to inform electors about this issue from either of the points of view expressed in the video.
   b. Prepare a campaign by completing the HANDOUT. Campaigns should support a chosen point of view and be directed toward voters in an imaginary referendum.
   c. Group like-minded students to share and compile ideas.

   Have groups share their work in class. Based on these campaigns, what would be the likely outcome of the referendum? Why? Who should ultimately make the decision as to the future of conservation in South Africa? Explain your answer.

NEWSQUIZ

5. Distribute the NEWSQUIZ (pg 4). As students complete the word find, pair them to compare answers and create a "Newsroom Special: South Africa - The Elections" newscast to be performed in class. ANSWERS: (1) Chief Mangosuthu Buthelezi (2) King Goodwill Zwelethini (3) Bishop Desmond Tutu (4) F.W. de Klerk (5) Clarence Makwetu (6) Joe Slovo (7) Nelson Mandela (8) Zack de Beer (9) Constand Viljoen (10) Ferdi Hartzenburg (11) Cyril Ramaphosa (12) Eugene Terre'Blanche. Teachers may wish to refer students to the RESOURCE (pg 4) in the NEWSROOM GUIDE, April 26, 1994 to further assist them with their presentations.

April 29, 1994 (3)

STUDENT HANDOUT: SOUTH AFRICA -- WILDLIFE CONSERVATION

DIRECTIONS: Imagine that the concerns raised in today's segment about the future conservation of South African wildlife were an issue in the current elections. Your job is to organize a campaign to inform electors about this issue from either of the points of view expressed in the video and have them "vote" on the issue in an imaginary referendum. Use the spaces below to:

1. Identify your position about the future conservation of wildlife vs. the growing needs of the people for food/farm land:

2. Prepare a slogan for your campaign:

3. Prepare debating points to be used to argue your case with both voters and candidates:

4. Design a campaign poster and logo to distribute among voters and near polling stations:

Share your campaign ideas with like-minded classmates. Decide how you would organize your campaign collectively.

04/29/94 (4)

WORD FIND

DIRECTIONS: In the maze below are the names of 12 key figures who have been involved either as candidates or major political players in this week's South African general election. Use the clues below to help you identify these people and find them in the maze.

K I F I G B E T H I S J O B N C E M A T C Y R I L R A M A P H O S A
E I A C H I N G A T P A I E D E A T H K E N I W I L L J I U F P F O
R J N O Y S I H O P E T R H A T B E E R W M S N M O R Z R I W P R O
V E S G T H O B E A N A I C E L E D R O E L F M E Y E R Y A D N D T
T H A T G O O D W I L L Z A C K D I I M T P R E S L S H E R E S U F
F I S C I P E N T C T Y T W T O G O O N U T H E E N S E X T K I N T
E R V I E D E S M O N D U E E W I T H P A U L H I C J O E S L O V O
O U L D B E A R E A L A T S S L E U G E N E T E T T M A N D E L A O
T H A T S C H O O L T H U E T R E U S T I U S E S U E B E T R W E E
N J U D Y C H I E F M A N G O S U T H U B A N D R I C O U L K D B E
R E S O L V E D A E L O N G T I M E H A G O I G O R T I N T O M O N
E Y T R O U B L E R C O N S T A N D V I L J O E N V E B L A N C H E
I R S O T L D B T D S T G E K A U G S U N E D H U I L U F W V T I N
W E F L I I D P V I H A R T Z E N B U R G I O W O F H R C O F A T N

Answers are two words unless marked with a number in parentheses.

1. _____ Inkatha Party Leader (3)
2. _____ Zulu King (3)
3. _____ Archbishop of South Africa (3)
4. _____ President, South Africa (3)
5. _____ President, Pan-Africanist Congress
6. _____ Chairman, S. African Communist Party
7. _____ Leader, African National Congress
8. _____ Leader, Democratic Party (3)
9. _____ Leader, Freedom Front Party
10. _____ Leader, Conservative Party
11. _____ ANC Secretary General
12. _____ Leader, Afrikaner Resistance Movement

How did you do? Review your answers with a partner then, together, create your own CNN NEWSROOM - WEEK IN REVIEW, THE SOUTH AFRICAN ELECTIONS to be performed in front of the class.